DOCUMENT RESUME

ED 185 010 SP 015 744

AUTHOR	Houston, Robert; And Others
TITLE	Synthesis and Analysis of Data. Volume II. Corpsmember Training Institute. Teacher Corps 1977.
INSTITUTION	Nebraska Univ., Omaha. Center for Urban Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE	Mar 78
CONTRACT	300-77-0156
NOTE	258p.
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Attitude Change; *Change Agents; *Inservice Teacher Education; Multicultural Education; *Participant Characteristics; Program Effectiveness; *Teacher Attitudes; Teacher Behavior; *Teacher Workshops; Training Objectives
IDENTIFIERS	*Teacher Corps

ABSTRACT

This document is primarily intended as a companion piece to Volume I, which is entitled Description of CMTI. The first volume is, essentially, a description of the 1977 Teacher Corpsmember Training Institute, while the second volume is an analysis of the data contained in the first document. Volume Two is divided into four parts. Chapter One is a description of the data collection instruments and procedures. Chapter Two describes the participants in the institute in terms of personal characteristics and educational attitudes. Chapter Three is concerned with the organization of the CMTI, and Chapter Four focuses on the impact of CMTI on participants' other professional educational activities. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TEACHER CORPS CORPSMEMBER TRAINING INSTITUTE 1977

SYNTHESIS AND ANALYSIS OF DATA

VOLUME II

SP

by Robert Houston
Theodore Andrews
Brenda Bryant

ED185010

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CORPSMEMBER TRAINING INSTITUTE

TEACHER CORPS

1977

SYNTHESIS AND ANALYSIS OF DATA

VOLUME II

By

Robert Houston
Theodore Andrews
Brenda Bryant

Center for Urban Education — The University of Nebraska at Omaha

MAR 19 1980

The research reported herein was performed pursuant to Contract No. 300-77-0156. The University of Nebraska at Omaha, Center for Urban Education, with the Teacher Corps, U. S. Office of Education, Department of Health, Education and Welfare. Contractors undertaking such projects are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Teacher Corps or U. S. Office of Education position or policy.

Project Director: Floyd T. Waterman

Center for Urban Education
3805 North 16th Street
Omaha, Nebraska 68110

March, 1978

TABLE OF CONTENTS

EXHIBITS v

TABLES vi

ACKNOWLEDGMENTS ix

PREFACE x

INTRODUCTION 1

CHAPTER ONE
DATA COLLECTION INSTRUMENTS AND PROCEDURES 5

CHAPTER TWO
PARTICIPANTS 19

CHAPTER THREE
ORGANIZATION OF INSTRUCTION 35

CHAPTER FOUR
IMPACT OF CMTI 53

CHAPTER FIVE
SUMMARY AND CONCLUSIONS 117

* * * * * * *

APPENDICES

A DATA COLLECTION INSTRUMENTS 131

1 Memo to Teacher Corps Project Directors 133
2 Director's Information Sheet 135
3 Pre-CMTI Program Assessment 136
4 Content Pre-Test Answer Key 161
5 Content Post-Test 162
6 Content Post-Test Answer Key 177
7 Content Post-Test (Application) 178
8 Content Post-Test (Application) Answer Key 190

9 CMTI Instructional Observation Schedule - Parts 1 and 2 191
10 CMTI Instructional Observation Schedule - Qualitative Description 193
11 Observer Guide 194
12 Post-CMTI Program Assessment 200
13 Participant Assessment of CMTI 219

B RESOURCES USED 223

C COMMENTS 237

EXHIBITS

1 Documentation Instruments and Administration Schedule 8

2 Number of Questions on Each Sub-scale of CMTI Content Test 10

7

TABLES

1 Analysis of Content Test Reliability, Difficulty, and Inter-item Correlation 12

2 Analysis of Test of Content Application from Filmed Episode 13

3 Characteristics of CMTI Participants 22

4 Intern Perception of CMTI Outcomes 26

5 Team Leader Perception of CMTI Outcomes 30

6 Extent to Which Instructional Modes Were Employed 39

7 Mean Ratings of Instructional Climate 43

8 Participant Perception of Extent to Which Organizational Concepts Were Emphasized 45

9 Percent of Observations in Which Organizational Concepts Were Taught 47

10 Extent to Which Organizational Concepts Were Observed Being Taught 48

11 Extent to Which Organizational Concepts Were Observed Being Taught Expressed as Percents -- Week One 49

12 Extent to Which Organizational Concepts Were Observed Being Taught Expressed as Percents -- Week Two 50

13 Extent to Which Organizational Concepts Were Observed Being Taught Expressed as Percents -- Week Three 51

14 Intern Perceived Change in Knowledge and Skills during CMTI 57

15 Team Leader Perceived Change in Knowledge and Skills during CMTI 59

16 Intern Achievement of CMTI Cognitive Objectives 63

17 Team Leader Achievement of CMTI Cognitive Objectives 64

18 Tabulation (More than 10 Mentions) 67

19 Number of Percent of Participants Choosing Team Members from their Local Project as Friends 75

20 Role Group and Cluster Friendship Selection Patterns 76

21 Number of Participants Selected as Friends Classified by Cluster 78

22 Number of Participants Selected as Friends Classified by Role Group 79

23 Number of Participants Selected as Friends Classified by Race/Ethnicity 80

24 Number of Participants Selected as Friends Classified by Sex 81

25 Number and Percent of Participants Choosing Team Members from their Local Project to Solve an Educational Problem 83

26 Role Group and Cluster Problem Solving Selections Patterns 84

27 Number of Participants Selected to Solve an Educational Problem by Role Group 85

28 Number of Participants Selected to Solve an Educational Problem Classified by Race/Ethnicity 86

29 Number of Participants Selected to Solve an Educational Problem Classified by Sex 87

30 Perception of Self and Ethnic Groups 89

31 Participant Assessment of CMTI 90

32 Materials/Activities/Films Participants Found Most Useful 92

33 Perceived Helpfulness of Case Studies 98

34 What Experiences at CMTI Did Participants Find Most Rewarding Personally? 100

35 What Experiences at CMTI Did Participants Find Most Rewarding Professionally? 105

36 What Experiences at CMTI Did Participants Find Most Helpful When Returning to Home Project? 110

37 Categories within Plans 114

38 Participant Assessment of CMTI........................ 219

ACKNOWLEDGMENTS

The data collection team is aware that the efforts of many people contributed to the completion of this report. We wish to thank:

1. William Smith for his leadership and vision.
2. Floyd Waterman for coordination and support.
3. James Steffensen and Beryl Nelson for providing direction to the design of the study report and reacting to preliminary drafts.
4. Paul Collins for facilitating documentation activities.
5. Roger Pankratz for facilitating the articulation of documentation with CMTI activities, and for helping validate knowledge - level questions.
6. Cluster leaders and a staff for opening their instructional process to include the documentation team.
7. Lili Bermant, Jackie Collins, Richard Andrews, and Margith McKeen who served on the data collection staff during CMTI.
8. Finally, to Team Leaders and Interns who forthrightly and openly discussed CMTI, completed instruments, and interacted formally and informally with the documentation team.

Theodore Andrews

Robert Houston

Brenda Bryant

PREFACE

CMTI is the commonly used acronym for Corps Member Training Institute, a three-week workshop sponsored by Teacher Corps, U. S. Office of Education, and attended by Interns and Team Leaders beginning their two-year program.

Teacher Corps was created in 1965 to strengthen educational opportunities for children in areas with high concentrations of low income families, to encourage colleges and universities to broaden their programs of teacher preparation and to support demonstration programs of the training and retraining of experienced teachers and teacher aides.

During 1974-75, Teacher Corps, faced with a national shift in educational priorities from preservice to inservice, reduced the number of Interns (prospective teachers) in each of its projects to four (the previous average had been over 20). For the first time, Teacher Corps, with approximately 50 projects funded each year, for a two-year cycle, had the opportunity to bring together all of its Interns in one place for an extended learning experience to address problems highlighted in over ten studies completed on previous Teacher Corps cycles. These studies identified training voids that existed at the local projects. In particular, the studies revealed a need to emphasize the study of organizations and the richness of our nation's multicultural heritage and to provide a theoretical framework for the study of teaching and learning styles.

"Additionally," stated William Smith, Director of Teacher Corps, *"project directors were reporting that Teacher Corps Interns needed an 'esprit de corps,' a personal identification with the national program effort. It also seemed to directors that a common training session could be the most realistic and profound cross - cultural learning and living experience ever provided by the Teacher Corps."*

As a result of these feelings, and in order to meets its federal mandates, Teacher Corps conceived of the unique CMTI program. The first CMTI took place on the campus of University of Richmond, in Richmond, Virginia, in July 1975. The contract was awarded to the University of Nebraska at Omaha and Floyd Waterman appointed as director.

The four week Richmond program addressed two of the gaps noted in the evaluations of Teacher Corps--two weeks' emphasis on the study of organizations under the curriculum direction of Ron Corwin and Roy Edelfelt, and two weeks devoted to the study of teaching and learning styles under the direction of Bruce Joyce.

In April of 1976, a contract again was awarded to Floyd Waterman, University of Nebraska, Omaha, to serve as Director for the second CMTI, held at Florida State University. Jack Gant of that University, agreed to serve as Instructional Leader with Roger Pankratz, Western Kentucky University, and JoAnne Taylor, Pepperdine University, serving as Curriculum Coordinators. The second CMTI was held in August, 1976. The emphasis during the three week instructional program was again on the study of organizations, and teaching and learning styles. In addition, a multicultural strand was added.

The third national CMTI in Teacher Corps' twelve years of operation featured representatives from 56 projects and delivered that program on July 10 thru 30, 1977 at San Diego State University in San Diego, California. Again the contractor was The University of Nebraska at Omaha with Floyd Waterman as director.

The previous Volume I is a description of CMTI and the present Volume II is an analysis of data of the third CMTI.

INTRODUCTION

Volume II, Synthesis and Analysis of Data, is designed as a companion piece to Volume I, Description of CMTI. While Voume I is primarily descriptive material and Volume II is primarily an analysis of the data, persons interested in fully understanding CMTI should review both reports.

Volume II, Synthesis and Analysis of Data, is divided into four parts.

Chapter One is a description of the data collection instruments and procedures.

Chapter Two describes the participants and the following questions are discussed:

1.0 *What were the personal characteristics of the CMTI participants?*

  1.1 *What were the personal characteristics of Interns?*

  1.2 *What were the personal characteristics of Team Leaders?*

2.0 *What outcomes were perceived as most important by participants?*

  2.1 *What outcomes were perceived as most important by Interns prior to CMTI?*

  2.2 *What outcomes were perceived as most important by Interns at the end of CMTI?*

  2.3 *What changes in Intern perceptions occurred during CMTI?*

  2.4 *What outcomes were perceived as most important by Team Leaders prior to CMTI?*

  2.5 *What outcomes were perceived as most important by Team Leaders at the end of CMTI?*

  2.6 *What changes in Team Leader perceptions occurred during CMTI?*

  2.7 *In what ways did Team Leader and Intern perceptions differ in terms of important outcomes of CMTI?*

Chapter Three concerns the organization of CMTI described in the following questions:

3.0 *To what extent were various instructional modes employed during CMTI?*

  3.1 *What changes occurred during CMTI?*

  3.2 *What relative instructional contributions were made by faculty, Interns, and Team Leaders?*

4.0 *What was the instructional climate at CMTI?*

  4.1 *What changes occurred in the instructional climate during CMTI?*

4.2 To what extent was the affective climate warm, supportive, and congenial?

4.3 To what extent was the communication smooth, easy, and effective?

4.4. To what extent were participants receptive and open?

4.5 To what extent were participants active and autonomous in taking initiatives?

4.6 To what extent was there tight, close group cohesiveness?

4.7 To what extent was the group's attending behavior alert and enthusiastic?

5.0 To what extent did participants perceive the various organizational concepts were emphasized?

5.1 To what extent did Interns perceive that various organizational concepts were emphasized?

5.2 To what extent did Team Leaders perceive that various organizational concepts were emphasized?

5.3 To what extent did participants in each of the eight clusters perceive that various organizational concepts were emphasized?

6.0 To what extent were organizational concepts and their applications to schools, communities, multicultural, and other settings emphasized during CMTI?

6.1 What changes in emphases occurred during CMTI?

Chapter Four focuses on the impact of CMTI which includes data on the following questions:

7.0 To what extent did participants perceive a change in their knowledge of organizational concepts and multicultural education during CMTI?

7.1 To what extent did Interns perceive that they were knowledgeable of organizational concepts prior to CMTI?

7.2 To what extent did Team Leaders perceive that they were knowledgeable of organizational concepts prior to CMTI?

7.3 To what extent did Interns perceive that they were knowledgeable of organizational concepts at the end of CMTI?

7.4 To what extent did Team Leaders perceive that they were knowledgeable of organizational concepts at the end of CMTI?

7.5 To what extent did Interns perceive that they were knowledgeable of multicultural education prior to CMTI?

7.6 To what extent did Team

Leaders perceive that they were knowledgeable of multicultural education prior to CMTI?

7.7 *To what extent did Interns perceive that they were knowledgeable of multicultural education at the end of CMTI?*

7.8 *To what extent did Team Leaders perceive that they were knowledgeable of multicultural education at the end of CMTI?*

8.0 *To what extent did participants achieve CMTI cognitive objectives related to organizational concepts?*

8.1 *To what extent did Interns achieve CMTI cognitive objectives related to organizational concepts?*

8.2 *To what extent did Team Leaders achieve CMTI cognitive objectives related to organizational concepts?*

8.3 *To what extent did Interns achieve CMTI application objectives related to organizational concepts?*

8.4 *To what extent did Team Leaders achieve CMTI application objectives related to organizational concepts?*

8.5 *After interacting with the film, "Up the Down Staircase," to what extent did Interns recognize organizational concepts?*

8.6 *After interacting with the film, "Up the Down Staircase," to what extent did Team Leaders recognize organizational concepts?*

8.7 *What differences in achievement occurred between Interns and Team Leaders?*

9.0 *What things were most often named by participants as being learned during CMTI about other ethnic groups and/or education in a multicultural society?*

10.0 *With whom would participants choose to continue or extend friendships?*

10.1 *To what extent were persons in various role groups named?*

10.2 *To what extent were persons from the nominator's local project named?*

10.3 *To what extent were persons from the nominator's ethnic or racial group named?*

10.4 *To what extent were persons from the nominator's cluster named?*

11.0 *With whom would participants choose to work in solving an educational problem?*

11.1 *To what extent were persons in various role groups named?*

11.2 *To what extent were persons*

from the nominator's local project named?

11.3 *To what extent were persons from the nominator's ethnic or racial group named?*

11.4 *To what extent were persons from the nominator's cluster named?*

11.5 *To what extent were persons of the nominator's sex named?*

12.0 *In what ways did participants' perception of themselves in relation to other racial or ethnic groups change during CMTI?*

13.0 *How did participants assess the organization and substance of CMTI?*

14.0 *Which films, activities, or materials did participants recommend be used again?*

15.0 *To what extent did participants assess the helpfulness of the four case studies used in CMTI?*

16.0 *What experiences did participants name as most rewarding personally?*

16.1 *What experiences did Interns name as most rewarding personally?*

16.2 *What experiences did Team Leaders name as most rewarding personally?*

17.0 *What experiences did participants name as most rewarding professionally?*

17.1 *What experiences did Interns name as most rewarding professionally?*

17.2 *What experiences did Team Leaders name as most rewarding professionally?*

18.0 *What experiences did participants name as most helpful in their local project roles?*

18.1 *What experiences did Interns identify?*

18.2 *What experiences did Team Leaders identify?*

18.3 *In what ways did they differ?*

19.0 *What were the characteristics of the plans developed for implementation after the local team returned to its site?*

CHAPTER ONE

DATA COLLECTION INSTRUMENTS AND PROCEDURES

CHAPTER ONE

DATA COLLECTION INSTRUMENTS AND PROCEDURES

Questions posed for the study required a variety of data collection instruments administered prior to and during CMTI. Instruments and their development are described in the first part of this section while the procedures for collecting data are summarized in the second part of the section.

Thirteen procedures were employed in data collection, each of which was related directly to one of the study questions. Some data were collected during pre-CMTI through a program assessment instrument, other data through observations and interviews throughout CMTI, some through a test of knowledge and application of CMTI content at the end of the second week, and finally a post-CMTI program assessment at the end of the institute. The specific relationship between instruments and the time line for employing them is summarized in Exhibit 1. These are elaborated on more fully in the two parts of this section.

INSTRUMENTATION

The following instruments, or processes were used to document activities and outcomes of CMTI.

Demographic Data

Background data on Interns and Team Leaders were obtained by an instrument included on the post-CMTI program assessment. Data requested included Teacher Corps roles, age, sex, childhood residence, marital status, race or ethnic group, and previous teaching experience. These data are reported separately and combined for Team Leaders and Interns in response to question 1.0. A copy of the instrument appears in Appendix A-12.

Perceptions of CMTI Outcomes

This instrument was composed of twenty-three items, each of which was a logical and legitimate potential outcome of CMTI. The instrument, administered prior to CMTI, asked participants to rate each potential outcome in terms of its importance for them. At the end of CMTI, participants were again asked to rate CMTI outcomes on the twenty-three items. The results of these two sets of data were compared to determine the extent to which perceptions of outcomes changed during the three weeks. Designed to respond to question 2.0, a copy of this instrument is included in Appendix A-3.

Feelings About CMTI

This instrument was composed of twenty statements about CMTI, some stated positively and some negatively. Participants were asked to respond in

Exhibit 1

DOCUMENTATION INSTRUMENTS AND ADMINISTRATION SCHEDULE

Instrument	Study Question	Pre-CMTI Program Assessment	Observations Throughout CMTI	Analyze CMTI Materials	Content Post-test	Post-CMTI Program Assessment
Demographic Data	1.0	x				x
Perceptions of CMTI Outcomes	2.0	x				x
Feelings about CMTI	13.0					x
Perceived Emphasis on Organizational Concepts	5.0					x
Perceived Knowledge of CMTI Content	7.0					x
Case Study Assessment	15.0					x
Open-ended Questions	9.0-12.0; 14.0; 16.0-18.0					x
Content of CMTI	8.0	x			x	
Concept achievement of organizational theory		8.0	x			x
Application of organizational theory	8.0	x			x	
Content Application from Filmed Episodes	8.0				x	
Observed Instructional Modes	3.0		x			
Observed Instructional Climate	4.0		x			
Observed Organizational Concepts	6.0		x			
Back-Home Plans of Teams	19.0			x		

terms of whether they would Strongly agree, Agree, Neutral, Disagree, or Strongly disagree with each statement. Designed to elicit participant perception of the effectiveness of CMTI for them, the instrument included items on the faculty, content of CMTI, organization, instructional activities, multicultural education, and general perception of CMTI. Related to question 13.0, this instrument was administered at the end of CMTI; a copy of it may be found in Appendix A-13 with a sub-scale key.

Perceived Emphasis On Organizational Concepts

Eleven concepts of organizational theory were emphasized in CMTI. This is one of several instruments designed to determine the extent to which each concept was emphasized and the outcomes of that instruction. In this instrument, participants on the post-test rated each of the 11 concepts in terms of their perception of its being emphasized (Not at all, Somewhat, Adequately, Strongly, Very strongly). These data were used in answering question 8.0. A copy of the instrument is included in Appendix A-5 and 7. Analysis of results is reported in question 5.0.

Perceived Knowledge of CMTI Content

Participants were asked to rate their familiarity with a series of organizational concepts which were part of CMTI (Unfamiliar with this area, Only slightly familiar, Familiar enough to recognize and use basic terminology, Familiar enough to discuss the area in depth, and Familiar enough to teach it to someone else or to employ it in an instructional setting). The instrument, administered at the end of CMTI, asked participants to rate themselves prior to CMTI and again at the end of CMTI to derive a measure of their perceived change in familiarity. The instrument included two scales: organizational concepts and multicultural education. Results of the analysis of these data are reported in question 7.0.

Case Study Assessment

Four case studies were developed particularly for CMTI. Their substance and problems were drawn from actual events in Teacher Corps projects. Each of these was studied during the second week of CMTI; on the Post-CMTI Program Assessment, participants were asked to rate the effectiveness of each. The case studies were titled Mid-America, Smoke City, Distant Drum, and Buena Vista. Participants rated each case study as Not helpful, Of some help, Helpful, Very helpful, or So helpful that I will use it in the future.

Open-ended Questions

Several questions were posed to elicit participant perception in open, unstructured probes. These questions were then analyzed by content and structure and reported in appropriate parts of the study. Open-ended questions included:

- *What experiences at CMTI did you find most rewarding personally?*
- *What experiences at CMTI did you find most rewarding professionally?*

- *Has your perception of yourself in relation to other racial or ethnic groups changed during CMTI? In what ways? Please describe.*

- *What experiences from CMTI are likely to be of most help to you in your role as an Intern or Team Leader when you return to your local project?*

- *Give examples of films, materials, activities that you would recommend be used again (that you feel are really effective).*

- *List no more than five things you have learned about other ethnic groups and/or education in a multicultural society during CMTI.*

- *Assume that you have been selected as a chairperson of a task force which has been given the assignment of solving an educational problem. From the participants at CMTI, list the names of three persons whom you would ask to serve on this task force.*

- *Friendships often develop during an institute such as CMTI. List the names (first name and last name) of three persons with whom you would like to continue these initial friendships.*

- *Please include below any other comments you would like to make.*

Content of CMTI

To test participant achievement of CMTI content, a forty-six item achievement test was developed. An item pool of more than two hundred questions was generated to reflect the organizational theory content to be taught at CMTI. These questions were analyzed for face validity by the content specialists for CMTI, with final item selection completed by the Instructional Coordinator and Data Collection Team principal investigators. The questions tapped two dimensions: (a) eleven organizational concepts, and (b) concept/definition on application. The chart which follows illustrates the interaction of these two dimensions and includes the number of questions in each cell.

Each of the organizational concept sub-scales included four questions with one exception which had six questions. Two additional questions were added to the application of Power, Authority, and Influence. Thus, while the conceptual scale included 22 questions, application included 24 questions.

Exhibit 2

NUMBER OF QUESTIONS ON EACH SUB-SCALE OF CMTI CONTENT TEST

Organizational Concept	Concept/ Definition	Application	Total
Power, Authority, Influence	2	4	6
Decision-Making	2	2	4
Communication	2	2	4
Slippage	2	2	4
Role Set	2	2	4
Formal Structure	2	2	4
Informal Structure	2	2	4
Temporary Systems	2	2	4
Conflict	2	2	4
Norms	2	2	4
Motivation/Self-Interest	2	2	4
	22	24	46

Each of the test items on the pre- and post-tests and the test as a whole were analyzed to determine reliability and test effectiveness. For each item, the proportion of participants answering correctly was computed. Point-biserial correlations were calculated between correct responses to each item and total score on the test. Each item was also analyzed by examining the mean score on the total test of participants who correctly answered that item and the mean score of those not correctly answering that question. Coefficients of reliability, indices of difficulty, and correlations among items were calculated. These are summarized in Table 1.

23

Table 1

ANALYSIS OF CONTENT TEST RELIABILITY, DIFFICULTY, AND INTER-ITEM CORRELATION

	Pre-Test			Post-Test		
	Interns	Team Leaders	Total	Interns	Team Leaders	Total
Mean Difficulty of Items	.51	.52	.51	.65	.63	.64
Inter-item Correlation	.07	.05	.06	.05	.07	.06
Average Item - Total Score Correlation	.26	.21	.25	.23	.27	.24
Kuder-Richardson 20 Reliability	.70	.56	.68	.60	.68	.62

The mean difficulty of items increased from .51 on the pre-test to .64 on the post-test, reflecting the higher percentage of questions participants correctly answered on the post-test (64 percent correct). As would be expected, the correlation among items was low when 11 sub-scales are reflected in the test (.06) while the average correlation between each item and the total score was .25 and .24. Reliability, as computed using the Kuder-Richardson formula 20, was .68 and .62 for all participants.

Content Application From Filmed Episode

A second content instrument was designed to test the extent to which participants could correctly analyze simulated situations with respect to the 11 organizational concepts. The film, Up the Down Staircase was employed in this exercise. Thirty-six questions were posed to participants following their viewing of the film. Three questions were related to each of ten organizational concepts while six questions were asked about power, authority, and influence.

To assess the effectiveness of this test, each item and the total test were analyzed. The same procedures described previously were employed, resulting in coefficients of reliability, indices of difficulty, and correlations among items. These are summarized in Table 2.

Table 2

ANALYSIS OF TEST OF CONTENT APPLICATION FROM FILMED EPISODE

	Interns	Team Leaders	Total
Mean Difficulty of Items	.62	.63	.63
Inter-item correlation	.07	.07	.07
Average Item - Total score correlation	.27	.26	.27
Kuder-Richardson 20 Reliability	.64	.61	.63

The mean difficulty of items on the test of content application from a filmed episode was .63, indicating that an average of 63 percent of items were correctly answered. The inter-item correlation was .07, while the average correlation between each item and the total score was .27. Reliability, as computed using the Kuder-Richardson formula 20, was .63.

CMTI Instructional Observation Schedule

This instrument was designed to describe the organization, instruction, and impact of CMTI. Three scales were included in the observation schedule: instructional mode, instructional climate, and organizational concepts.

Each of the eight instructional clusters was observed for 20 minutes three times a day, except for Week One when one of the three observers was with the Team Leaders who had a separate instructional track for that week. Times for observations were drawn randomly. Each 20 minute observation period was divided into four five-minute segments. During the first four minutes, the observer watched and listened to the instructional interaction, then in the next minute he recorded his observations. In this way, 12 observational segments for each of the eight clusters were recorded each day of CMTI.

Nine instructional modes were recorded whenever they were employed. These included (1) presentation, (2) demonstration, (3) discussion/group problem-solving, (4) audiovisual, (5) role play/simulation/gaming, (6) independent activity, (7) group planning/organizing, (8) routine managerial tasks, and (9) recreation/unfocused discussion/free time. These modes were defined for observers as follows:

Presentation

Lectures; expository remarks; expressions of fact or opinion, primarily telling by one person to a group of people.

Demonstration

A demonstration of how to use equipment, participate in an activity, or complete an exercise; characterized by an individual showing one or more others how to do something.

Discussion/Group Problem-Solving

A group planning or interacting on a topic or problem where statements are short, one person builds on actions of another; usually but not necessarily a small group.

Audiovisual

Movie or slide/tape shown; audiovisual materials used to convey concept or used in instruction.

Role Play/Simulation/Gaming

A hypothetical situation or problem is posed and the group considers and proposes a solution; micro-teaching and feedback; play educational game designed to extend knowledge, perceptions, or attitude.

Independent Activity

Reading, writing, or other learning activity engaged in independently by participants.

Group Planning/Organizing

Group determining procedures, practices to pursue; organizing tasks related to instruction; characterized by actual plans for an activity rather than discussion of educational concept or issue.

Routine Management Tasks

Housekeeping items, maintenance tasks, group management directions or tasks based on directions.

Recreation/Unfocused Discussion/ Free Time

Morning break periods; free time between activities with several simultaneous conversations among participants; planned recreational activities.

In the instructional mode schedule, observers recorded who was using the method of instruction--Faculty, Intern, or Team Leader. The resulting analysis permitted a description of the instruction in CMTI by the role group directing that instruction.

In the second schedule, the instructional climate of CMTI was rated by the observer. Six scales were used in this process: affective climate, communication, participant openness, participant initiative, group inter-personal cohesiveness, and attending behavior. Descriptors for these scales are illustrated below.

Affective Climate

1	2	3	4	5
cool, tension friction				warm, supportive congenial

Communication

1	2	3	4	5
difficult, strained				smooth, easy

Participant Openness

1	2	3	4	5
defensive, closed				receptive, open

Participant Initiative

1	2	3	4	5
passive, dependent cue seeking				active, autonomous, takes initiative

Group Interpersonal Cohesiveness

1	2	3	4	5
independent actions				tight, close group, teamwork

Attending Behavior

1	2	3	4	5
not attending, not involved		attending		alert, enthusiastic

The third schedule was organizational concept. Each of the 11 concepts of organizations that were emphasized in CMTI was checked whenever it was part of the substance of instruction. For each concept observed during a four-minute observation segment, the observer specified whether it was considered as a definition/basic concept or as an application of a concept. If the latter, the object of that application was also noted (school or classroom, community, multicultural situation, or other situation). Thus, for each of the 11 organizational concepts employed in instruction, the nature of its use was identified.

- *Definition or basic concept*
- *Application of concept to school or classroom*
- *Application of concept to community*

- *Application of concept to multicultural situation*
- *Application of concept in setting other than those listed above, or of such general nature as not to be a codeable application.*

For the first schedule, instructional mode, and for the third, organizational concept, it was possible for more than one item to be marked in a four-minute period. The instruction might shift from presentation to discussion, and faculty as well as Interns and Team Leaders might direct the instructional episode. More than one of the organizational concepts was often employed in a four-minute period, especially during the second week of CMTI when heavy instruction in this area occurred. Because of this, the total percentage of observations could and did sum to greater than one hundred percent.

A copy of the CMTI Instructional Observation Schedule and an "Observer Guide" for it are found in Appendix A-9, 10 and 11.

Back Home Plans of Teams

During the third week of CMTI, each local project team developed a plan whereby they would share and use their knowledge and skills from CMTI in their community. These plans were collected and copied, and have been analyzed in Chapter Four.

DATA COLLECTION PROCEDURES

Exhibit 1, included at the beginning of this section of the report, identified several time periods when data were collected: a pre-test prior to CMTI, observations and analysis of resources during CMTI, a post-test of content at the end of the second week, and a post-CMTI program assessment, administered at the end of CMTI.

Pre-CMTI Program Assessment

Pre-CMTI assessments were collected prior to participants' arrival in San Diego. In June, 1977, at the Project Directors Orientation Conference, the pre-CMTI data collection plan was described by one of the principal investigators. Directors agreed to facilitate the process in their projects. In mid-June, the staff of the Center for Urban Education, University of Nebraska at Omaha, mailed a packet of materials to each Project Director. Included in each packet were (1) a memo to the Director with instructions for administering the tests and handling results, (2) a Director's Information Sheet on which was to be listed the names of Team Leaders and Interns, (3) sets of the test battery, "Pre-CMTI Program Assessment", including directions, (4) sample answer sheets for each person, (5) answer sheets, and (6) a stamped envelope.

CMTI Instructional Observation Schedule was employed throughout CMTI to record the instructional modes employed, instructional climate, and organizational concepts included in instruction. The procedures have been described previously, and a copy of the instrument and observer guide are included in Appendix A.

Four observers were trained to use the CMTI Instructional Observation Schedule in a training session prior to the Institute, reacted to simulations and to actual instruction, compared judgements, and refined their data collection procedures so that on a reliability test, their inter-rater reliability was .91.

Content Post-test was administered at the end of the second week of CMTI. The macro-design had called for cognitive instruction on organizations to be concluded by that time, thus this was an appropriate time for testing achievement. The test was in two parts: Content of CMTI was administered first and was parallel to the pre-CMTI content test. Then the movie Up The Down Staircase was shown and the Content Application From Filmed Episode test was administered. All Team Leaders and Interns took both tests as a group in a large auditorium.

Post-CMTI Program Assessment was administered at the end of the institute. A number of instruments were included in this test. They included Demographic Data, Perceptions of CMTI Outcomes, Feelings About CMTI, Perceived Emphasis on Organizational Concepts, Perceived Knowledge of CMTI Content, Case Study Assessment, and ten open-ended questions. Each of these instruments have been described in the previous part while copies are found in Appendix A-5, 7, and 12.

The Pre-test, Content Post-test, and Post-CMTI Program Assessment used machine-scored answer forms, while observation sheets were key punched. All data were computer analyzed using standard programs.

CHAPTER TWO

PARTICIPANTS

CHAPTER TWO
PARTICIPANTS

The participants at CMTI were composed of Interns and Team Leaders from the 54 Teacher Corps projects that were funded to begin a two-year cycle on June 1, 1977 (known as the twelfth cycle because this was the twelfth group to begin the training cycle). The background of those persons and their perception of the outcomes for CMTI are important to the understanding of the impact which the Institute had on them. In this section of the report, two questions are explored.

1.0 *What were the personal characteristics of CMTI participants?*

2.0 *What outcomes were perceived as most important by participants?*

The data and findings related to these questions are reported in the following two parts.

PERSONAL CHARACTERISTICS OF CMTI PARTICIPANTS

The CMTI Community consisted of individuals representing 54 projects from 31 states, all within the continental United States. To provide background information on the participants in the CMTI, the following questions were posed:

1.0 WHAT WERE THE PERSONAL CHARACTERISTICS OF CMTI PARTICIPANTS?

- *1.1 What were the personal characteristics of Interns?*
- *1.2 What were the personal characteristics of Team Leaders?*

Two hundred five Interns and fifty-two Team Leaders responded to a series of questions on the post-test which elicited information on their background. These are summarized in Table 3.

As might be expected, Interns were younger, as a group, than Team Leaders. Fifty-two percent were 20-24 years of age and 83 percent were less than 30 years of age. No Team Leaders were 20-24 years of age and only 25 percent were less than 30 years of age. Thirty-seven percent of Team Leaders were in the age range of 30-34 years. There were almost twice as many females in CMTI as males. For both Interns and Team Leaders, the proportion was 65 percent female and 35 percent male. The childhood residence of participants were relatively well distributed, although fewer were raised in rural areas.

Table 3
CHARACTERISTICS OF CMTI PARTICIPANTS

Variable	Interns		Team Leaders		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Age						
20-24 years	107	52	0	0	107	42
25-29 years	64	31	13	25	77	30
30-34 years	19	9	19	37	38	15
35-39 years	10	5	8	15	18	7
40 years or older	5	2	12	23	17	7
Sex						
Female	134	65	34	65	168	65
Male	71	35	18	35	89	35
Childhood Residence						
Rural	25	12	9	17	34	13
Small town (under 10,000)	39	19	11	21	50	19
Small city (10,000 - 50,000)	36	18	13	25	49	19
City (over 50,000, inner-city)	60	29	11	21	71	28
City (over 50,000), suburbs	45	22	8	15	53	21
Marital Status						
Married	72	35	36	69	108	42
Single	131	65	16	31	147	58
Number of Children						
None	148	72	24	46	172	67
One	24	12	13	25	37	14
Two	23	11	9	17	32	12
Three	6	3	5	10	11	4
Four or more	4	2	1	2	5	2

Table 3 (Continued)

Variable	Interns		Team Leaders		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Race/Ethnic Group						
Anglo/Caucasian American	95	46	34	65	129	50
Black/Afro American	73	36	13	25	86	33
Asian/Pacific American	3	1	0	0	3	1
Native American	7	3	0	0	7	3
Hispanic/Chicano American	27	13	5	10	32	12
Location of Teacher Corps Project						
Rural	38	19	11	21	49	19
Urban/rural	44	22	11	21	55	22
Urban/inner-city	114	56	27	52	141	55
Other	7	3	3	6	10	4
Preferred Teaching Level						
Pre-school, kindergarten	22	11	0	0	22	9
Primary (1-3)	52	25	9	18	60	24
Intermediate (4-6)	44	22	22	43	66	26
Junior high (7-9)	46	23	14	27	60	24
Senior high (10-12)	40	20	6	12	46	18
Year graduated From College						
1976-77	126	65	4	8	130	53
1974-75	32	16	4	8	36	15
1972-73	17	9	5	10	22	9
1971 or before	13	7	39	75	52	21
not graduated	7	4	0	0	7	3

Table 3 (Continued)

Variable	Interns		Team Leaders		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Major In College						
Social Sciences	69	34	8	15	77	30
Humanities/Music/Art	33	16	8	15	41	16
Science/Mathematics	12	6	5	10	17	7
Industrial Arts/Technology	4	2	0	0	4	2
Education and other	81	42	31	60	118	46
Previous Teaching Experience						
None	103	50	1	2	104	40
Student Teaching only	76	37	1	2	77	30
Two years or less	19	9	1	2	20	8
3-5 years	6	3	9	17	15	6
6 or more years	1	0	40	77	41	16
TOTAL	205	100	52	100	257	100

About one-third of the Interns were married while two-thirds of the Team Leaders were married. Nearly three-fourths of the Interns and half of the Team Leaders reported no children. Two percent, on the other hand, had four or more children.

Half of the participants were Caucasian Americans and one-third Black Americans. There were no Native American nor Asian American Team Leaders, while two-thirds of the Team Leaders classified themselves as Caucasian.

Over half of the Teacher Corps projects were in urban/inner city sites, while about one-fourth each were in rural and urban/rural sites.

Forty-three percent of the Team Leaders preferred the intermediate grades while none expressed a preference for the pre-school area. Interns tended to distribute themselves more equally across all levels. When elementary and secondary levels were compared, however, the proportion of Team Leaders (61 percent elementary, 39 percent secondary), was similar to that of Interns (58 percent elementary, 42 percent secondary).

Sixty-five percent of the Interns graduated from college during either 1976 or 1977, and 81 percent graduated since 1974. Only 16 percent of the Team Leaders graduated during this period while 75 percent graduated prior to 1971. Their majors were primarily education or "other".

Seventy-seven percent of the Team Leaders had taught six or more years while six percent had two years or less experience. Eighty-seven percent of the Interns reported no teaching experience or student teaching only.

In summary, Team Leaders tended to be older than Interns, more likely married, and had taught more than six years. Two-thirds of all the participants were female. Half were Caucasian American and a third Black Americans.

PERCEIVED OUTCOMES OF CMTI

Perception of the importance of objectives or outcomes of CMTI by participants provides one perspective on the Institute. Several sub-questions were posed for study. These are listed below:

2.0 WHAT OUTCOMES WERE PERCEIVED AS MOST IMPORTANT BY PARTICIPANTS?

2.1 What outcomes were perceived as most important by Interns prior to CMTI?

2.2 What outcomes were perceived as most important by Interns at the end of CMTI?

2.3 What changes in Intern perceptions occurred during CMTI?

2.4 What outcomes were perceived as most important by Team Leaders prior to CMTI?

2.5 What outcomes were perceiv-

ed as most important by Team Leaders at the end of CMTI?

2.6 *What changes in Team Leader perceptions occurred during CMTI?*

2.7 *In what ways did Team Leader and Intern perceptions differ in terms of important outcomes of CMTI?*

Twenty-three statements describing a potential outcome of CMTI were included on the pre-assessment and again on the post-assessment. These statements are listed in Tables 4 and 5. Participants rated each statement on a five-point scale: *1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Quite Important; and 5 - Extremely Important.* Means, standard deviations and rankings for pre- and post-CMTI perceptions of Interns are included in Table 4 and for Team Leaders in Table 5.

Table 4

INTERN PERCEPTION OF CMTI OUTCOMES

Outcome	Pre-CMTI			Post-CMTI			Mean
	Mean	S.D.	Rank	Mean	S.D.	Rank	Change
Increase my knowledge of Teacher Corps	3.71	1.08	11	3.30	1.01	20	-.41**
Make new friends	2.80	.94	23	3.02	1.01	23	.22
Become better acquainted with Interns and Team Leaders in my project	3.90	.95	6	3.86	.92	4	-.04
Become more self-confident as a person	3.40	1.15	19	3.65	1.12	12	.25
Work more effectively with other people	3.83	.87	8	3.87	.85	3	.04
Learn theories of instruction and how to apply them	3.98	.93	5	3.68	.99	10	-.30**

Table 4 (Continued)

Outcome	Pre-CMTI			Post-CMTI			Mean
	Mean	S.D.	Rank	Mean	S.D.	Rank	Change
Appreciate persons from other ethnic groups	3.76	.85	10	3.89	.93	2	.13
Meet and live with diverse people	3.36	.97	20	3.47	1.05	16	.11
Experience a variety of ways of organizing an education program	4.07	.83	1	3.61	.91	13	-.46**
Clarify my educational goals and directions	3.84	.90	7	3.55	.92	15	-.29**
Improve my ability to identify and solve problems	4.03	.86	3	3.76	.90	6	-.27**
Increase my understanding of multicultural education	4.00	.90	4	3.80	.96	5	-.20
Learn theories and concepts related to the study of organizations	3.35	1.04	21	3.28	1.01	21	-.07
Learn new ideas that I can apply at my school project	4.04	.87	2	3.97	.82	1	-.07
Enjoy the opportunity to travel and meet new people	3.19	1.04	22	3.39	1.03	19	.20
Know myself better	3.60	1.07	13.5	3.70	1.13	8	.10
Demonstrate basic communication and group process skills	3.62	.91	12	3.70	.80	8	.08
Facilitate use of basic communication and group process skills in others	3.59	.90	15	3.66	.82	11	.07

Table 4 (Continued)

Outcome	Pre-CMTI			Post-CMTI			Mean
	Mean	S.D.	Rank	Mean	S.D.	Rank	Change
Develop my competence in team management skills	3.57	.88	16	3.45	.94	17	-.03
Employ instructional supervision skills	3.43	1.95	18	3.24	.95	22	-.19
Identify major organizational structures of communities and school	3.48	.96	17	3.42	.94	18	-.06
Use observational system for identifying critical elements in the organization of communities, schools, and classrooms	3.60	1.00	13.5	3.60	.88	14	0
Develop a specific plan for continuing learning after CMTI	3.81	1.00	9	3.70	.96	8	-.11
TOTAL	3.65			3.59			

**Significant at $p < .01$

Interns' ratings of outcomes ranged from 2.80 to 4.07 on the pre-test and from 3.02 to 3.97 on the post-test. On the instrument, a rating of 3 indicated the outcome was perceived as "important."

The highest rated statements on the pre-test were these:

4.07 *Experience a variety of ways of organizing an education program.*

4.04 *Learn new ideas that I can apply at my school project.*

4.03 *Improve my ability to identify and solve problems.*

4.00 Increase my understanding of multicultural education.

3.98 Learn theories of instruction and how to apply them.

Those rated lowest as potential outcomes on the pre-test were these:

2.80 Make new friends.

3.19 Enjoy the opportunity to travel and meet new people.

Contrasting these two sets of perceived outcomes suggests that Interns came to CMTI to work, to learn new ideas about organizing an educational program, solving problems, multicultural education and theories of instruction, and how they might be applied in their project.

At the end of CMTI, Interns were again asked to rate the various possible outcomes of CMTI. The ones with the highest mean ratings were:

3.97 Learn new ideas that I can apply at my school project.

3.89 Appreciate persons from other ethnic groups.

3.87 Work more effectively with other people.

3.86 Become better acquainted with Interns and Team Leaders in my project.

3.80 Increase my understanding of multicultural education.

The least rated outcome by Interns on the post-test and the only one less than 3.20 was:

3.02 Make new friends.

On the post-test, Interns rated items related to interpersonal relations as highest, particularly those related to multicultural education. Application of ideas to the local project and becoming acquainted with persons from the local project were highly rated reflecting possibly the third week focus on back-home plans.

The range as well as the mean of ratings was less on the post-test than on the pre-test. To ascertain the extent of impact CMTI had had on Interns' perception of outcomes of the institute, t tests were computed between pairs of assessments. Interns significantly lowered their perception of these possible CMTI outcomes:

- *Increase my knowledge of Teacher Corps*
- *Learn theories of instruction and how to apply them.*
- *Experience a variety of ways of organizing an education program.*
- *Clarify my educational goals and directions.*
- *Improve my ability to identify and solve problems.*

These changed perceptions may reflect the actual structure and content of CMTI, for Interns made these ratings after engaging in the institute. Their usefulness is in noting what initial outcome Interns had expected from CMTI that subsequently were not part of the planned program.

Team Leaders rated the same 23 potential outcomes of CMTI prior to and at the end of the institute. Means, standard deviations and rankings of their ratings are found in Table 5.

Table 5
TEAM LEADER PERCEPTION OF CMTI OUTCOMES

Outcome	Pre-CMTI			Post-CMTI			Mean Change
	Mean	S.D.	Rank	Mean	S.D.	Rank	
Increase my knowledge of Teacher Corps	4.02	.96	11	3.56	1.12	16	-.46**
Make new friends	2.83	1.10	23	2.98	.97	23	.15
Become better acquainted with Interns and Team Leaders in my project	4.31	.83	4	4.08	1.04	2.5	-.23
Become more self-confident as a person	3.35	1.19	22	3.45	1.18	19.5	.10
Work more effectively with other people	3.98	.90	12	3.92	.94	8	-.06
Learn theories of instruction and how to apply them	3.71	1.18	16.5	3.45	1.06	19.5	-.26
Appreciate persons from other ethnic groups	3.71	.94	16.5	3.87	.92	10	.16
Meet and live with diverse people	3.37	1.03	21	3.51	1.10	18	.14
Experience a variety of ways of organizing an education program	4.25	.79	5	3.70	1.05	15	-.55**

Table 5 (Continued)

Outcome	Pre-CMTI			Post-CMTI			Mean Change
	Mean	S.D.	Rank	Mean	S.D.	Rank	
Clarify my educational goals and directions	3.69	1.15	18	3.44	1.42	21	-.25
Improve my ability to identify and solve problems	4.20	.93	6	3.80	1.05	13	-.40*
Increase my understanding of multicultural education	4.04	1.01	10	3.84	1.01	11.5	-.20
Learn theories and concepts related to the study of organizations	3.61	1.05	19	3.54	1.05	17	-.07
Learn new ideas that I can apply at my school project	4.62	.63	1	4.08	.92	2.5	-.54**
Enjoy the opportunity to travel and meet new people	3.52	1.09	20	3.33	1.22	22	-.19
Know myself better	3.75	1.06	15	3.75	1.24	14	.00
Demonstrate basic communication and group process skills	3.96	.95	13	3.90	.86	9	-.06
Facilitate use of basic communication and group process skills in others	4.10	.83	8.5	4.05	.97	4.5	-.05
Develop my competence in team management skills	4.56	.57	2	4.05	1.06	4.5	-.51**
Employ instructional supervision skills	4.46	.69	3	4.13	1.00	1	-.33

Table 5 (Continued)

Outcome	Pre-CMTI			Post-CMTI			Mean
	Mean	S.D	Rank	Mean	S.D.	Rank	Change
Identify major organizational structures of communities and school	3.92	.97	14	3.84	1.03	11.5	-.08
Use observational system for identifying critical elements in the organization of communities, schools, and classrooms	4.15	.83	7	4.02	.86	6	-.13
Develop a specific plan for continuing learning after CMTI	4.10	.98	8.5	3.93	1.05	7	-.17
TOTAL	3.92			3.71			

* Significant at $p < .05$
** Significant at $p < .01$

* * * * * * *

Prior to participating in CMTI, Team Leaders rated each of 23 statements about potential outcomes. The range of their ratings was from 2.83 to 4.62. At the end of CMTI, the range on these same statements was from 2.98 to 4.13.

On the pre-test, the highest rated statements were:

4.62 Learn new ideas that I can apply at my school project.

4.56 Develop my competence in team management skills.

4.46 Employ instructional supervision skills.

4.31 Become better acquainted

with Interns and Team Leaders in my project.

4.25 Experience a variety of ways of organizing an education program.

The lowest rated item on the pre-test was:

2.83 Make new friends.

The second lowest mean ratings were 3.35 and 3.37, thus the difference was such as to place it in a different classification. As Team Leaders looked forward to CMTI, their perception of the Institute was that it would be directed toward making them more competent in their new role as Team Leaders--all of the highest rated outcomes were specifically directed toward this end.

On the post-test, Team Leaders rated these outcomes highest:

4.13 Employ instructional supervision skills.

4.08 Become better acquainted with Interns and Team Leaders in my project.

4.08 Learn new ideas that I can apply at my school project.

4.05 Facilitate use of basic communication and group process skills in others.

4.05 Develop my competence in team management skills.

4.02 Use observational system for identifying critical elements in the organization of communities, schools, and classroom.

The lowest rated outcome was:

2.98 Make new friends.

The next lowest mean rating of an outcome was 3.33.

Team Leaders came to CMTI to develop their skills in their new role, and at the end of CMTI they persisted in their belief that this area was the most important outcome for them. All of the post-test outcomes with mean ratings over 4.00 were related to this area. Obviously, making new friends was perceived as the lowest priority outcome for CMTI, being much lower on both the pre-test and the post-test than any other outcomes.

Mean ratings were generally lower on the post-test than on the pre-test, with the overall mean dropping from 3.92 to 3.71. Several statistically significant shifts between pre-test and post-test ratings of outcomes occurred, due in part to changed perceptions and perhaps in part to the lower ratings of outcomes. Significant shifts in ratings occurred for these statements:

- *Increase my knowledge of Teacher Corps*
- *Experience a variety of ways of organizing an education program*

- *Improve my ability to identify and solve problems*
- *Learn new ideas that I can apply at my school project*
- *Develop my competence in team management skills.*

Note, however, that the latter two statements were rated very high on both the pre-test and the post-test.

In summary, Interns perceived CMTI outcomes to be primarily related to developing their personal knowledge and skills before the Institute; but at the end of CMTI, rated interpersonal outcomes highest, particularly those related to multicultural education. Team Leaders, however, rated highest on both the pre-test and the post-test those outcomes that were related to developing their skills as Team Leaders.

CHAPTER THREE

ORGANIZATION OF INSTRUCTION

CHAPTER THREE
ORGANIZATION OF INSTRUCTION

CMTI was organized as a temporary system in which organizational theories were studied and applied. The instructional modes were designed to facilitate change in knowledge, skills and attitudes in organizational concepts, and to model an educational environment conducive to achieving those goals.

Data related to four of the questions of the study are reported in this section.

3.0 To what extent were various instructional modes employed during CMTI?

4.0 What was the instructional climate at CMTI?

5.0 To what extent did participants perceive that various organizational concepts were emphasized?

6.0 To what extent were organizational concepts and their applications to schools, communities, multicultural, and other settings emphasized during CMTI?

To answer these questions, observations of CMTI were made on a scheduled basis and participant perceptions were elicited on the post-assessment. Results of analyses related to these questions are reported in the four parts which follow.

MODES OF INSTRUCTION

During CMTI a number of instructional modes were employed. These included formal presentations, discussion groups, role playing and simulations, and independent activities. The major questions explored in this part of the study were:

3.0 TO WHAT EXTENT WERE VARIOUS INSTRUCTIONAL MODES EMPLOYED DURING CMTI?

3.1 What changes occurred during CMTI?

3.2 What relative instructional contributions were made by Faculty, Interns, and Team Leaders?

To assess the extent to which each of these was employed, random 20 minute observations were made during the three-week institute. During the first week, each of the eight instructional clusters was scheduled to be observed twice a day, once each by two observers, while a third observer was with Team Leaders who had a separate instructional track. During the second and third weeks, the clusters were scheduled to be observed three times a day. An actual total of 355 20-minute observations were completed. Each observation period consisted of four segments, thus there were 1420 bits of data used to describe the instructional mode employed. A description of the CMTI Instructional Observation Schedule is found in the section on instrumentation while a copy of the instrument is found in Appendix A-9.

Nine modes of instruction were classified in the observations. These are defined in Chapter II, pages 14 and 15.

Observations also recorded who the primary source of the instructional mode was: Faculty, Interns, or Team Leaders. Because more than one mode of instruction could be used during a single observation, the totals do not sum to 100 percent. These percentages refer to the proportion of observation periods in which a particular instructional mode was used. Table 6 records these data for CMTI.

Table 6

EXTENT TO WHICH INSTRUCTIONAL MODES WERE EMPLOYED

Instructional Mode	Percent of Observed Segments											
	Week One			Week Two			Week Three			Total		
	Faculty	Interns	Team Leaders	Faculty	Interns	Team Leaders	Faculty	Interns	Team Leaders	Faculty	Interns	Team Leaders
Presentation	26	10	0	31	2	3	19	7	5	25	7	3
Demonstration	1	1	0	0	0	1	1	1	1	1	1	0
Discussion/Group Problem Solving	31	37	41	23	31	27	9	31	31	21	33	33
Audiovisual	11	1	0	9	19	19	9	3	2	10	8	7
Role Play/ Simulation/ Gaming	5	13	9	0	2	2	2	3	3	3	6	5
Independent Activity	4	3	21	2	12	10	1	6	6	2	7	13
Group Planning/ Organizing	11	7	7	4	4	4	6	20	20	7	10	10
Routine Managerial Tasks	9	2	4	7	3	3	11	2	2	9	2	3
Recreation/Unfocused Discussion/Free Time	4	6	8	10	12	11	6	8	8	7	8	9

The last three columns of Table 6 summarize instructional modes for CMTI. The primary mode of instruction for CMTI was discussion/group problem solving. Faculty were involved 21 percent of the time, Interns 33 percent, and Team Leaders 33 percent. Faculty made presentations at CMTI 25 percent of the time.

During the first week of CMTI, Interns and Team Leaders were separated for instructional purposes. The primary instructional approach was discussion, with Faculty, Interns and Team Leaders engaging in discussion 31, 37, and 41 percent of the time, respectively. Faculty lectured 26 percent of the time, while Interns presented information ten percent of observed periods, and Team Leaders none. The latter may have been a function of the tight instructional process being used to provide Team Leaders with clinical supervision skills. Team Leaders engaged in independent activities 21 percent of the time, compared with only three percent for Interns.

During the second week, Team Leaders and Interns engaged in the same instructional activities, thus differences in percentage of participation were due to their initiatives rather than to different instructional content delivered in different rooms. Discussion was less during week two than in week one, while faculty presentations were greater. These differences, however, were not statistically significant. The use of audiovisual resources, increased rapidly from the first week (Interns--one percent, Team Leaders--zero percent) to Interns and Team Leaders, 19 percent each, in the second week; this change was significant at $p < .01$. The amount of independent activity by Team Leaders decreased from 21 percent to ten percent, also significant at $p < .01$.

The third and final week of CMTI reflected further changes in instructional modes resulting from the micro-design of CMTI. Lecturing by faculty decreased somewhat as did faculty participation in discussions and problem solving (the latter significant at $p < .01$). Group planning and organizing for Interns and Team Leaders increased to 20 percent of the time ($p < .01$). These changes reflected Interns and Team Leaders planning sessions as they prepared to translate CMTI objectives and activities into plans they could use in their local projects when they returned.

In summary, instructional activities varied widely among each of the three weeks and during week one for Interns and Team Leaders. Discussion/group problem-solving was the primary mode of instruction. Faculty presentations was second highest. In the third week Interns and Team Leaders engaged in group planning and organizing 20 percent of the time, reflecting their efforts to develop back-home plans.

INSTRUCTIONAL CLIMATE

The instructional climate is composed of a number of factors, interdependent but able to be assessed individually. These include the affective climate, communication, participant openness and initiative, group interpersonal cohesiveness, and participant attending behavior. One of the basic questions and seven sub-questions were concerned with this area.

4.0 WHAT WAS THE INSTRUCTIONAL CLIMATE AT CMTI?

4.1 What changes occurred in the instructional climate during CMTI?

4.2 To what extent was the affective climate warm, supportive, and congenial?

4.3 To what extent was the communication smooth, easy, and effective?

4.4 To what extent were participants receptive and open?

4.5 To what extent were participants active and autonomous in taking initiatives?

4.6 To what extent was there tight, close group cohesiveness?

4.7 To what extent was the group's attending behavior alert and enthusiastic?

To collect data on these questions, observers were asked to rate instructional climate on six scales. These scales, using a one-to-five point range, reflected three as the middle or neutral point.

Affective Climate

1	2	3	4	5
cool, tension, friction				warm, supportive, congenial

Communication

1	2	3	4	5
difficult, strained				smooth, easy

Participant Openness

1	2	3	4	5
defensive, closed				receptive, open

Participant Initiative

1	2	3	4	5
passive, dependent, cue seeking				active, autonomous, takes initiative

Group Interpersonal Cohesiveness

1	2	3	4	5
independent actions				tight, close group, teamwork

Attending Behavior

1	2	3	4	5
not attending, not involved		attending		alert, enthusiastic

Ratings on these scales were made during observations of instructional activities. A total of 1420 separate ratings on each of the six scales was made during CMTI, with 480 observations the first week, 464 the second week, and 476 the third week. A description of the CMTI Instructional Observation Schedule is found in the section on instrumentation while the schedule is reproduced in Appendix A-9.

Data from these observations are summarized in Table 7 for each of the three weeks and for the total CMTI.

Table 7

MEAN RATINGS OF INSTRUCTIONAL CLIMATE

Variable	Mean Ratings By Observers			
	Week 1	Week 2	Week 3	Total
Affective Climate	3.29	3.35	3.60	3.41
Communication	3.28	3.48	3.74	3.50
Participant Openness	3.53	3.35	3.52	3.48
Participant Initiative	3.24	3.24	3.34	3.27
Group Interpersonal Cohesiveness	3.15	3.14	3.35	3.21
Attending Behavior	3.52	3.47	3.89	3.63

Inspection of Table 7 reveals several patterns in the ratings. First, all were greater than 3.00, reflecting a positive atmosphere at CMTI. Second, both affective climate and communication improved during each of the three weeks, (3.29, 3.35, 3.60 and 3.28, 3.48, 3.74) changes significant at $p < .05$. Third, attending behavior increased during the third week (to 3.89) when back-home plans were being generated, a change significant at $p < .05$ over the previous two weeks.

In summary, the instructional climate at CMTI was positive, with observed affective climate ratings and observed communication improving each week. Attending behavior during the third week was especially high. The attending behavior may be related to the instructional modes used during the third week where 51% of the time Interns and Team Leaders were engaged in either discussion/group problem-solving, or group planning/organizing, as they developed back home plans.

PARTICIPANT PERCEPTION OF CONTENT EMPHASIS

CMTI was designed to emphasize 11

organizational concepts: power, authority, and influence; decision-making; communication; slippage; role set; formal structure; informal structure; temporary systems; conflict; norms; and motivation/self-interest. Other parts of this study report the observed extensiveness to which each was taught and the achievement of participants on each of the 11 concepts. In this part, the perception of participants as to the extent to which each was taught is reported.

The study questions and sub-questions related to this part of the study are:

5.0 TO WHAT EXTENT DID PARTICIPANTS PERCEIVE THAT VARIOUS ORGANIZATIONAL CONCEPTS WERE EMPHASIZED?

> *5.1 To what extent did Interns perceive that various organizational concepts were emphasized?*
>
> *5.2 To what extent did Team Leaders perceive that various organizational concepts were emphasized?*

To elicit the perceptions of Interns and Team Leaders concerning these questions, the post-assessment asked each person to rate each organizational concept in terms of the extent to which it was emphasized during CMTI. The scale was: *1 - Not at all; 2 - Somewhat; 3 - Adequately; 4 - Strongly; and 5 - Very strongly.* The mean ratings, standard deviations, and ranks for Interns and Team Leaders are included in Table 8.

Mean ratings for Interns ranged from 3.34 to 4.17 and for Team Leaders from 3.44 to 4.24. The rankings of both were amazingly similar: the first four were the same on both lists, although not precisely in the same order; the next four were the same; and the last three were at the bottom on both lists.

Most emphasized organization concepts were:

1. *Temporary systems*

2. *Power, authority, influence*

3. *Slippage*

4. *Communication*

Least emphasized among the 11 organization concepts were these four:

11. *Motivation/self-interest*

10. *Decision-making*

9. *Role set*

A one-way analysis of variance which compared these differences was significant at $p < .05$ with an $F = 74.75$. The greatest contribution to this was the low rating of motivation/self-interest (3.36).

In summary, Interns and Team Leaders both perceived about the same order in the emphasis of instruction on

Table 8

PARTICIPANT PERCEPTION OF EXTENT TO WHICH ORGANIZATIONAL CONCEPTS WERE EMPHASIZED

Organizational Concept	Intern			Team Leaders			Total		
	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank
Power, Authority, Influence	4.14	.82	2	4.07	.98	4	4.12	.86	2
Decision-Making	3.71	.95	10	3.72	1.01	9	3.71	.96	10
Communication	3.99	.95	4	4.14	.93	2.5	4.03	.94	4
Slippage	4.10	.93	3	4.14	1.07	2.5	4.11	.96	3
Role Set	3.72	.87	9	3.71	1.02	10	3.72	.91	9
Formal Structure	3.83	.84	7	3.90	1.01	7	3.85	.88	7
Informal Structure	3.75	.91	8	3.90	.98	7	3.79	.93	8
Temporary Systems	4.17	.85	1	4.24	.90	1	4.18	.86	1
Conflict	3.96	.92	5	3.90	1.06	7	3.95	.95	5
Norms	3.86	.82	6	3.98	1.03	5	3.89	.87	6
Motivation/Self-Interest	3.34	1.06	11	3.44	.99	11	3.36	1.04	11

the 11 organizational concepts. Temporary systems; power, authority, and influence; slippage; and communication were rated highest while motivation/self-interest was lowest--preceded by decision-making and role set.

OBSERVED DIFFERENCES IN CONTENT EMPHASIS

The major content thread of CMTI was organizational theory. The CMTI design team formulated 11 basic concepts: power, authority, and influence; decision-making; communication; slippage; role set; formal structure; informal structure; temporary systems; conflict; norms; and motivation/self-interest. Not only were the basic theories or concepts taught, but also methods of applications of them to the school and classroom, community, multicultural education, and other settings.

The sixth question of the study was:

6.0 TO WHAT EXTENT WERE ORGANIZATIONAL CONCEPTS AND THEIR APPLICATIONS TO SCHOOLS, COMMUNITIES, MULTICULTURAL, AND OTHER SETTINGS EMPHASIZED DURING CMTI?

To determine the emphasis each of these was given, observers coded them when taught during instructional periods. Each of the eight clusters was observed three times each day at randomly selected times (except Week One when the Team Leaders received separate instruction). Each observation period was composed of four segments. Instruction was observed for four minutes, then coded in terms of the specific organizational concepts taught during that period. During some four-minute periods, more than one concept would be part of instruction while in others none of the concepts would be taught. During the three-week institute, a total of 355 twenty-minute observations were completed, in 1420 four-minute segments. Data in this section are based on these observations.

The extensiveness to which each of the organizational concepts was observed being taught is summarized in Table 9.

The figures in Table 9 reflect the percentage of observations in which each concept was observed being taught. For example, power, authority, and influence was observed being taught in five percent of the segments during the first week, 25 percent the second week, and two percent the third week. For CMTI as a whole, the concept was included in instruction in 11 percent of the observation periods. Since more than one concept could be taught during a four-minute observation, the total does not equal 100 percent.

Table 9 reflects the emphasis placed on organizational concepts in Week Two, where most of the instruction on these topics occurred. In the first week, communication was emphasized 11 percent of the time, and overall was the most strongly emphasized of the organizational concepts (15 percent). Other concepts ranged between 8 and 12 percent, overall, for CMTI, but only from 1 to 7 percent during Weeks One and Three.

Both the basic concepts of these organizational theories and their applications in schools, community, multiculture, and other settings were taught. The relative emphasis of these is illustrated in Tables 10 through 13 for CMTI and for each of the three weeks.

Table 9

PERCENT OF OBSERVATIONS IN WHICH ORGANIZATIONAL CONCEPTS WERE TAUGHT

Organizational Concept	Percent of Observations			
	Week One	Week Two	Week Three	Percent of Total
Power, Authority, Influence	5	25	2	11
Decision-Making	4	22	4	10
Communication	11	25	8	15
Slippage	6	21	1	8
Role Set	4	22	5	10
Formal Structure	3	24	7	12
Informal Structure	2	24	6	10
Temporary Systems	3	25	6	11
Conflict	3	24	4	10
Norms	2	23	3	10
Motivation/Self-Interest	1	21	1	8
Percent of Total Observation	4	23	4	10

Table 10

EXTENT TO WHICH ORGANIZATIONAL CONCEPTS WERE OBSERVED BEING TAUGHT EXPRESSED AS PERCENTS - CMTI

Organizational Concept	Percent of Observations					
	Basic Concept	Application To				Percent of Total
		School/ Classroom	Community	Multiculture	Other	
Power, Authority, Influence	7	17	13	11	6	11
Decision-Making	6	14	12	10	10	10
Communication	8	23	14	14	15	15
Slippage	7	11	10	9	4	8
Role Set	7	18	12	10	5	10
Formal Structure	7	20	19	11	2	12
Informal Structure	7	17	13	11	4	10
Temporary Systems	8	19	11	10	8	11
Conflict	7	14	13	11	6	10
Norms	7	13	12	12	3	10
Motivation/Self-Interest	7	11	10	10	2	8
Percent of Total Observations	7	16	13	11	6	10

Table 11

EXTENT TO WHICH ORGANIZATIONAL CONCEPTS WERE OBSERVED BEING TAUGHT EXPRESSED AS PERCENTS - WEEK ONE

Organizational Concept	Percent of Observations					
	Basic Concept	Application To				Percent of Total
		School/ Classroom	Community	Multi-culture	Other	
Power, Authority, Influence	2	8	4	1	12	5
Decision-Making	0	5	3	1	12	4
Communication	3	16	7	8	19	11
Slippage	1	2	1	1	6	6
Role Set	1	8	3	2	7	4
Formal Structure	0	5	3	2	3	3
Informal Structure	0	2	1	1	5	2
Temporary Systems	1	1	1	1	9	3
Conflict	0	2	3	2	6	3
Norms	2	1	4	3	2	2
Motivation/Self-Interest	1	1	1	1	2	1
Percent of Total Observations	1	5	3	2	8	4

Table 12

EXTENT TO WHICH ORGANIZATIONAL CONCEPTS WERE OBSERVED BEING TAUGHT EXPRESSED AS PERCENTS - WEEK TWO

Organizational Concept	Percent of Observations					
	Basic Concept	Application To				Percent of Total
		School/ Classroom	Community	Multi-culture	Other	
Power, Authority, Influence	18	38	34	31	2	25
Decision-Making	19	30	29	28	6	22
Communication	20	36	32	30	7	25
Slippage	19	29	27	27	3	21
Role Set	20	33	30	27	1	22
Formal Structure	19	34	34	30	2	24
Informal Structure	20	33	32	31	3	24
Temporary Systems	19	45	28	27	4	25
Conflict	19	34	33	30	2	24
Norms	19	32	31	32	2	23
Motivation/Self-Interest	19	30	29	29	1	21
Percent of Total Observations	19	34	31	29	3	23

Table 13

EXTENT TO WHICH ORGANIZATIONAL CONCEPTS WERE OBSERVED BEING TAUGHT EXPRESSED AS PERCENTS - WEEK THREE

Organizational Concept	Percent of Observations					
		Application To				
	Basic Concept	School/ Classroom	Community	Multiculture	Other	Percent of Total
Power, Authority, Influence	0	6	1	1	4	2
Decision-Making	0	6	3	0	11	4
Communication	0	17	4	3	18	8
Slippage	0	2	0	1	3	1
Role Set	1	14	2	2	7	5
Formal Structure	0	22	21	2	2	7
Informal Structure	0	16	6	2	6	6
Temporary Systems	3	10	3	1	12	6
Conflict	1	5	1	0	10	4
Norms	0	7	3	1	6	3
Motivation/Self-Interest	0	2	0	1	3	1
Percent of Total Observations	0	10	4	1	7	4

Table 10 summarizes data for CMTI. During CMTI, 7 percent of the observations were of instruction in each of the basic concepts of organizational theory. Sixteen percent involved applications of each of the organizational concepts to school and classroom, 13 percent to community, 11 percent to multicultural studies and six percent to other. Overall, an average of ten percent of the time in each of the 11 concepts was observed being taught.

There was considerable variation among weeks, particularly when comparing Weeks One and Three with Week Two. Observations for the first week are summarized in Table 11. Overall, only four percent of observations were related to instruction in each of the 11 concepts. Applications to other settings accounted for a large proportion of this instruction (an average of eight percent for each organizational concept). Basic concepts accounted for only one percent. Communication was strongly emphasized, with 16 percent of observations relating to the application of communication in school and classroom, while 19 percent involved instruction in the application of communication to other situations.

The macro design for CMTI called for the introduction of the organizational concepts during the first week with the major instructional emphasis reserved for week two.

Week Two was devoted to direct instruction in organizational concepts, with an average of 23 percent of observations devoted to each of the 11 organizational concepts (See Table 12). Application to school or classroom accounted for the largest percentage of observed instruction (34 percent) while application to other situations was smallest (3 percent).

Table 13 includes data for Week Three observations. An average of only four percent of observations was devoted to each of the 11 concepts; while application to school or classroom was most often observed (10 percent).

In summary, organizational concepts were observed being taught primarily during Week Two. This was to be expected since the instructional design called for this emphasis. Concepts related to communication were most often observed (15 percent) while motivation/self-interest and slippage were least often observed (8 percent). Applications of each of the 11 organizational concepts were most often made to schools or classrooms (16 percent), with applications to the community made during 13 percent of observations and to multicultural education during 11 percent of observations. Applications were observed more often than instruction in basic concepts of organizations (7 percent).

CHAPTER FOUR

IMPACT OF CMTI

CHAPTER FOUR
IMPACT OF CMTI

CMTI was designed to impact participant knowledge, their interpersonal relations and their local projects. Several questions were posed in the study to ascertain the extent to which this occurred. These questions are listed below.

IMPACT ON PARTICIPANT KNOWLEDGE

7.0 *To what extent did participants perceive a change in their knowledge of organizational concepts and multicultural education during CMTI?*

8.0 *To what extent did participants achieve CMTI cognitive objectives related to organizational concepts?*

9.0 *What things were most often named by participants as being learned during CMTI about other ethnic groups and/or education in a multicultural society?*

IMPACT ON INTERPERSONAL RELATIONS

10.0 *With whom would participants choose to continue or extend friendships?*

11.0 *With whom would participants choose to work in solving an educational problem?*

12.0 *In what ways did participant perception of her/himself in relation to other racial or ethnic groups change during CMTI?*

ASSESSMENT OF CMTI

13.0 *How did participants assess the organization and substance of CMTI?*

14.0 *Which films, activities, or materials did participants recommend be used again?*

15.0 *To what extent did participants assess the helpfulness of the four case studies used in CMTI?*

16.0 *What experiences did participants name as most rewarding personally?*

17.0 *What experiences did participants name as most rewarding professionally?*

IMPACT ON LOCAL PROJECTS

18.0 *What experiences did participants name as most helpful in their local project roles?*

19.0 *What were some of the plans developed for implementation after the local teams returned to their site?*

Each of these thirteen questions is considered in this section of the report.

PARTICIPANT PERCEPTION OF ACHIEVEMENT

Two basic areas were emphasized in CMTI--organizational concepts (explicitly) and multicultural education (more implicitly). Both were relatively new concepts to most of the Interns and Team Leaders, and were the focus of many formal and informal activities. In the next part of this section, achievement of organizational concepts will be reported; in this part participant perception of change in achievement is reported.

The question and eight sub-questions considered in this part are listed below.

7.0 *TO WHAT EXTENT DID PARTICIPANTS PERCEIVE A CHANGE IN THEIR KNOWLEDGE OF ORGANIZATIONAL CONCEPTS AND MULTICULTURAL EDUCATION DURING CMTI?*

7.1 *To what extent did Interns perceive that they were knowledgeable of organizational concepts prior to CMTI?*

7.2 *To what extent did Team Leaders perceive that they were knowledgeable of organizational concepts prior to CMTI?*

7.3 *To what extent did Interns perceive that they were knowledgeable of organizational concepts at the end of CMTI?*

7.4 *To what extent did Team Leaders perceive that they were knowledgeable of organizational concepts at the end of CMTI?*

7.5 *To what extent did Interns perceive that they were knowledgeable of multicultural education prior to CMTI?*

7.6 *To what extent did Team Leaders perceive that they were knowledgeable of multicultural education prior to CMTI?*

7.7 *To what extent did Interns perceive that they were knowledgeable of multicultural education at the end of CMTI?*

7.8 *To what extent did Team Leaders perceive that they were knowledgeable of multicultural education at the end of CMTI?*

At the end of CMTI, participants were asked to rate the extent of their familiarity at two points in time; first, prior to CMTI, and second, at the end of CMTI. Five levels of familiarity were stipulated: 1 - unfamiliar with this area; 2 - only slightly familiar with this area; 3 - familiar enough to recognize and use basic terminology; 4 - familiar enough to discuss the area in depth; and 5 - familiar enough to teach it to someone else or to employ it in an instructional setting. The instrument is included in Appendix A-12, while Tables 14 and 15 summarize participant perceptions.

Table 14
INTERN PERCEIVED CHANGE IN KNOWLEDGE AND SKILLS DURING CMTI

Sub-scale and Items	Prior to CMTI Mean	Prior to CMTI S. D.	End of CMTI Mean	End of CMTI S. D.	Mean Change
ORGANIZATIONAL CONCEPTS					
I am able to identify the characteristics common to organizations.	2.08	.88	3.62	.75	1.54**
I can analyze the roles I play in an organization.	2.50	1.02	3.70	.83	1.20**
I am able to describe ways people adapt to or cope with organizations.	2.38	1.01	3.53	.84	1.15**
I am able to describe the development of a temporary social system such as CMTI.	1.79	1.02	3.67	.89	1.88**
I am able to describe the norms operating in an organization to which I belong.	2.64	1.06	3.78	.82	1.14**
I am able to analyze the school as an organization.	2.33	.94	3.76	.78	1.43**
SUB-TOTAL	2.29	.99	3.68	.82	1.39**
MULTICULTURAL EDUCATION					
I am aware that communication styles differ among cultural groups.	2.93	1.02	3.68	.83	.75**
I am aware of more than one perspective on multicultural education.	2.56	1.06	3.73	.89	1.17**
I am aware of approaches teachers may use to draw upon the richness of the various cultures represented among their students.	2.45	1.08	3.61	.92	1.16**
I am able to identify stereotypes held by pupils and teachers concerning different cultural groups.	3.21	1.05	4.03	.86	.82**
I can describe some of the factors which contribute to conflicts between schools and communities	2.68	1.05	3.84	.74	1.16**
SUB-TOTAL	2.77	1.05	3.78	.85	1.01**
TOTAL	2.51	1.02	3.73	.83	1.22**

* Significant at $p < .05$
** Significant at $p < .01$

Intern perceptions of their gain in knowledge and skills during CMTI are summarized in Table 14. In every case, the difference between perceived pre- and post-CMTI achievement was statistically significant at $p < .01$.

In examining the statements on organizational concepts, it should be noted that ratings of knowledge and skills prior to CMTI ranged from 1.79 to 2.64 while at the end of CMTI, perceived familiarity ranged from 3.53 to 3.78. Change between means ranged from 1.14 to 1.88. The two highest rated items at the end of CMTI were:

- *I am able to describe the norms operating in an organization to which I belong (3.78)*

- *I am able to analyze the school as an organization (3.76)*

The greatest perceived gain during CMTI (1.88) occurred for this item:

- *I am able to describe the development of a temporary social system such as CMTI.*

With respect to multicultural education, Interns rated their perceived competence prior to CMTI from 2.45 to 3.21 and after CMTI from 3.61 to 4.03.

Two items were rated highest at the end of CMTI:

- *I am able to identify stereotypes held by pupils and teachers concerning different cultural groups (4.03).*

- *I can describe some of the factors which contribute to conflicts between schools and communities (3.84).*

Generally smaller gains were ascribed to multicultural education than to organizational (high of 1.17 compared with high of 1.88), however, the reader should keep in mind that multicultural education was not a defined part of the curriculum.

Team Leader perceptions of their change in achievement are summarized in Table 15.

When Team Leaders were asked to judge their familiarity with certain organizational concepts prior to CMTI, their mean ratings ranged from 2.09 to 3.20. At the end of CMTI, their perceived familiarity with organizational concepts ranged from 3.81 to 4.29. All changes were significant at $p < .01$.

The highest rated statements at the end of CMTI were:

- *I am able to describe the norms operating in an organization to which I belong (4.29).*

- *I am able to analyze the school as an organization (4.19).*

The greatest gain in perceived knowledge and skills was in this item:

- *I am able to describe the development of a temporary social system such as CMTI.*

Table 15

TEAM LEADER PERCEIVED CHANGE IN KNOWLEDGE AND SKILLS DURING CMTI

Sub-scale and Items	Prior to CMTI		End of CMTI		Mean Change
	Mean	S. D.	Mean	S. D.	
ORGANIZATIONAL CONCEPTS					
I am able to identify the characteristics common to organizations.	2.29	.97	4.07	.67	1.78**
I can analyze the roles I play in an organization.	2.93	1.16	4.07	.78	1.14**
I am able to describe ways people adapt to or cope with organizations.	2.64	.98	3.81	.71	1.17**
I am able to describe the development of a temporary social system such as CMTI.	2.09	.93	4.02	.75	1.93**
I am able to describe the norms operating in an organization to which I belong.	3.09	.97	4.29	.62	1.20**
I am able to analyze the school as an organization.	3.20	1.01	4.19	.91	.99**
SUB-TOTAL	2.71	1.00	4.08	.74	1.38**
MULTICULTURAL EDUCATION					
I am aware that communication styles differ among cultural groups.	3.12	.98	3.79	.71	.67**
I am aware of more than one perspective on multicultural education.	2.91	1.10	3.97	.83	1.06**
I am aware of approaches teachers may use to draw upon the richness of the various cultures represented among their students.	2.96	1.11	3.79	.89	.83**
I am able to identify stereotypes held by pupils and teachers concerning different cultural groups.	3.62	.98	4.28	.69	.66**
I can describe some of the factors which contribute to conflicts between schools and communities.	3.14	1.07	4.04	.75	.90**
SUB-TOTAL	3.15	1.05	3.97	.77	.82**
TOTAL	2.91	1.02	4.03	.75	1.10**

* Significant at $p < .05$
** Significant at $p < .01$

Three comparisons can be made between Intern and Team Leader ratings: (1) for every item on both the pre- and post-self-assessment, Team Leader mean ratings were higher than Intern ratings, and (2) the same two statements were rated highest by Team Leaders and Interns, and (3) the greatest perceived gain was in the same item for Interns and Team Leaders.

When queried about multicultural education, Team Leaders rated their familiarity prior to CMTI from a mean of 2.91 to 3.62 and after CMTI from 3.79 to 4.28. At the end of CMTI, these two items were rated highest:

- *I am able to identify stereotypes held by pupils and teachers concerning different cultural groups (4.28).*

- *I can describe some of the factors which contribute to conflicts between schools and communities (4.04).*

The greatest change in perception occurred in this statement:

- *I am aware of more than one perspective on multicultural education (1.06).*

All changes between perceived knowledge and skills before CMTI and at the end were statistically significant at $p < .01$.

The same parallel between Intern and Team Leader ratings occurred with multicultural education as with organizational theory: (1) Team Leader mean ratings were higher than Intern mean ratings on every item in the pre- and post-self-assessment, (2) the same two statements were rated highest on the post-assessment, and (3) the greatest change occurred in the same item.

In summary, Intern and Team Leader perception of their knowledge and skills following CMTI was significantly higher than prior to CMTI. Team Leaders' self-ratings were always higher than Interns on comparable items. Both rated their knowledge and skills as rather extensive at the end of CMTI for both organizational concepts and multicultural education. Interns and Team Leaders rated the same statements highest on the post-self-assessment and the greatest perceived change occurred in the same item.

PARTICIPANT ACHIEVEMENT

One of the major purposes for CMTI was to teach Interns and Team Leaders certain concepts related to organizational theory. In the previous part of this section, participant perception of their change in knowledge and skills was analyzed. In this part their achievement, as measured by pre- and post-tests on the content and applications of organizational concepts, will be considered.

Seven sub-questions defined the basic question explored in this part of the report. These are listed below.

8.0 TO WHAT EXTENT DID PARTICIPANTS ACHIEVE CMTI COGNITIVE OBJECTIVES RELATED TO

ORGANIZATIONAL CONCEPTS?

8.1 *To what extent did Interns achieve CMTI cognitive objectives related to organizational concepts?*

8.2 *To what extent did Team Leaders achieve CMTI cognitive objectives related to organizational concepts?*

8.3 *To what extent did Interns achieve CMTI application objectives related to organizational concepts?*

8.4 *To what extent did Team Leaders achieve CMTI application objectives related to organizational concepts?*

8.5 *After interacting with the film, "Up The Down Staircase", to what extent did Interns recognize organizational concepts?*

8.6 *After interacting with the film, "Up The Down Staircase", to what extent did Team Leaders recognize organizational concepts?*

8.7 *What differences in achievement occurred between Interns and Team Leaders?*

Two achievement tests were administered to participants. A 46-item test was administered prior to and again at the end of the second week of CMTI to test for change in achievement. It was composed of two interactive sets of sub-scales. The first set of sub-scales assessed knowledge of each of the 11 organizational concepts. Four questions were included in the test on each concept except for power, authority and influence which had six questions. The two additional questions were recommended by the instructional coordinator to reflect the additional emphasis projected for that sub-scale prior to CMTI.

The second set of sub-scales tapped achievement on the basic concept and on application of that concept. Twenty-two questions were posed on the conceptual sub-scale and 24 on the application sub-scale. The two additional questions were in the power, authority and influence area.

The second test of achievement was designed to assess the extent to which participants could recognize organizational concepts in a filmed sequence. The movie Up The Down Staircase was shown to participants, then a 36-item test was administered. Six questions were related to power, authority and influence while three questions were selected for each of the other ten organizational areas.

The first achievement test was administered prior to CMTI and again at the end of the second week of CMTI. The second achievement test was administered at the end of the second week only. The decision was made to administer post-tests at this time because the major cognitive input on organizations would have been completed. The CMTI design called for major emphasis on organizational concepts during Week Two, with back-home plans the focus of Week Three. An examination of the results of observations (questions 6.0) confirms that little instruction/interaction occurred during the Third Week related to organizational concepts. Description of these tests are included in Chapter One while the tests are found in the Appendix A-3, 5 and 7.

Intern achievement on these two tests is summarized in Table 16. These are described in two ways: (1) means on each sub-scale and on the total tests, and (2) percentage of correct responses when compared with total possible. The second presentation provides a standardized form for examining the sub-scales with varying numbers of questions. For example, the mean for the power, authority, and influence sub-scale on the pre-test is 2.29 out of six questions (38 percent) while the decision-making mean was 2.31 on the pre-test out of four questions, or 58 percent.

The greatest percentage of correct responses by Interns on the post-test was in communication (92 percent) which also was the highest on the pre-test (80 percent). The change was not significant. Statistically significant gains were made on seven of the 11 sub-scales, with three at the $p < .01$ confidence level--power, authority and influence; slippage; and temporary systems. Least changes occurred in the conflict sub-scale.

When analyzed by conceptual vs. application questions, there was no difference on the post-test. On the pre-test, Interns tended to do somewhat better on application questions, but this difference was erased on the post-test. The gains between pre-test and post-test on both sub-scales (4.14) and 4.76) were significant at $p < .01$.

Overall, Interns achieved a mean of 23.51 of 46 questions on the pre-test and 32.40 of 46 questions on the post-test, a gain of 8.89 which was significant at $p < .01$.

The second instrument was related to the film, Up The Down Staircase. After viewing the film, participants were asked to apply their knowledge of organizational concepts to the situations in the film. The greatest percentage of correct responses was in communication (78 percent), followed by role set (75 percent), informal structure (72 percent), conflict (72 percent). Overall their mean score of 23.32 (of a possible 36) represented 65 percent correct responses.

The achievement of Team Leaders on the two cognitive tests is summarized in Table 17.

On the post-test, Team Leaders answered 95 percent of the questions on communication, considerably higher than the second highest (80 percent). On the pre-test, communication was also the highest sub-scale (3.37 or 84 percent).

Statistically significant gains were made on six of the 11 sub-scales, with greatest gains made on the power, authority and influence sub-scale, the slippage sub-scale, and the temporary

Table 16

INTERN ACHIEVEMENT OF CMTI COGNITIVE OBJECTIVES

Sub-scales	Achievement Test					Application from Filmed Episode	
	Pre-Test		Post-Test		Mean Change		
	Mean	Percent	Mean	Percent		Mean	Percent
Power, Authority, Influence	2.29	38	4.12	69	1.83**	3.72	62
Decision-Making	2.31	58	2.70	68	.39	1.72	57
Communication	3.19	80	3.66	92	.47	2.34	78
Slippage	1.86	47	3.08	77	1.22**	2.00	67
Role Set	2.29	57	2.99	75	.70*	2.24	75
Formal Structure	1.57	39	2.38	60	.81*	1.87	62
Informal Structure	2.35	59	3.01	75	.66*	2.17	72
Temporary Systems	1.05	26	2.37	59	1.32**	1.19	40
Conflict	2.84	71	2.85	71	.01	2.15	72
Norms	1.65	41	2.58	58	.70*	1.99	66
Motivation/Self-Interest	2.11	53	2.66	67	.55	1.93	64
Conceptual Sub-scale	11.49	48	15.63	71	4.14**		
Application Sub-scale	12.01	55	16.77	70	4.76**		
TOTAL	23.51	51	32.40	70	8.89**	23.32	65

* Significant at $p < .05$
** Significant at $p < .01$

Table 17

TEAM LEADER ACHIEVEMENT OF CMTI COGNITIVE OBJECTIVES

Sub-scales	Achievement Test					Application From Filmed Episode	
	Pre-Test		Post-Test				
	Mean	Percent	Mean	Percent	Mean Change	Mean	Percent
Power, Authority, Influence	2.32	38	3.94	66	1.62**	3.21	54
Decision-Making	2.25	56	2.61	53	-.13	1.87	62
Communication	3.37	84	3.79	95	.42	2.37	79
Slippage	1.81	45	3.08	77	1.27**	1.92	64
Role Set	2.40	60	3.13	78	.73*	2.19	73
Formal Structure	1.42	36	2.48	62	1.06*	2.04	68
Informal Structure	2.87	72	3.21	80	.34	2.12	71
Temporary Systems	1.15	29	2.46	62	1.31**	1.56	52
Conflict	2.85	71	2.73	68	-.12	2.33	78
Norms	1.25	31	2.42	61	1.17*	1.90	63
Motivation/Self-Interest	2.23	56	2.58	65	.35	2.00	67
Conceptual Sub-scale	11.75	49	15.71	71	3.96**		
Application Sub-scale	12.17	55	16.73	70	4.56**		
TOTAL	23.92	52	32.44	71	8.52**	23.51	65

* Significant at $p < .05$
** Significant at $p < .01$

systems sub-scale.

In addition to the 11 organizational concepts sub-scales, the achievement test included a conceptual sub-scale and an application sub-scale. On the post-test, Team Leaders achieved comparably on each of these two sub-scales -- 71 and 70 percent. The gains over the pre-test (3.96 and 4.56) were statistically significant at $p < .01$.

Team Leaders scored 32.44 overall on the post-test, a gain of 8.51 over the pre-test mean. This gain was significant at $p < .01$.

Achievement on the second instrument is also reported in Table 17. Team Leaders made the highest sub-scale mean score on communication (79 percent), followed by conflict (78 percent), role set (73 percent), and informal structure (71 percent). Their total achievement of 23.51 represented 65 percent correct responses.

In summary, both Interns and Team Leaders made significant gains in achievement during CMTI. Greatest gains were made on the power, authority, and influence sub-scale, the temporary systems sub-scale, and the slippage sub-scale. Least change occurred in the conflict sub-scale. Participants made their highest sub-scale scores on communication.

When achievement was analyzed by the conceptual and application sub-scale, there was no difference between the two. Overall, participants answered about 51 percent of questions correctly on the pre-test and 70 percent on the post-test.

When asked to apply their knowledge to a filmed episode, participants answered about 65 percent of the questions correctly. Highest sub-scale scores were in the communications sub-scale, the role set sub-scale, the informal structure sub-scale, and the conflict sub-scale.

One of the more interesting factors revealed in analyzing the scores of the Interns and Team Leaders is the fact that as a group, they began at almost the same level, improved almost exactly the same amount and recorded almost identical scores on the application tests. Since the groups represented diverse backgrounds and ages, it would not have been assumed that test results would have been so similar. Also, the two groups were separated for the first week. The macro design which called for a major emphasis on the study of organizational concepts during the second week appears to have had the desired effect. One also can conclude that the Interns and Team Leaders perception of achievement gain was consistent with their actual gain.

PARTICIPANT KNOWLEDGE ABOUT OTHER ETHNIC GROUPS

9.0 *WHAT THINGS WERE MOST OFTEN NAMED BY PARTICIPANTS AS BEING LEARNED DURING CMTI ABOUT OTHER ETHNIC GROUPS AND/OR EDUCATION IN A MULTICULTURAL SOCIETY?*

Although cognitive knowledge gain

about multicultural education was not a specific objective of the Corps Member Training Institute, multicultural education was a major emphasis of the Institute. In order to find out what the participants learned in this area, they were asked on the post-test to respond to the following question:

> *List no more than five specific things you learned about other ethnic groups and/or education in a multicultural society.**

A total of 238 Interns and Team Leaders responded to this question; 19 left it blank. The 725 comments which were made were classified under 46 headings (two mentions rated a heading). Table 18 shows the tabulation of items receiving more than ten mentions. Below is an alphabetical listing of all 46 headings:

1. *Acceptance*
2. *Appearance*
3. *Attitudes*
4. *Background*
5. *Behavior*
6. *Bi-Lingual*
7. *Books (detecting stereotypes in)*
8. *Communication*
9. *Cooperation*
10. *Culture*
11. *Customs*
12. *Dance*
13. *Differences/Similarities*
14. *Discrimination*
15. *Education*
16. *Ethnicity (General mention)*
17. *Expectations*
18. *Expression*
19. *Feelings*
20. *Food*
21. *Friendship*
22. *Guilt*
23. *Ideas*
24. *Identity/Melting Pot*
25. *Individualism*
26. *Interaction*
27. *Language*
28. *Lifestyles*
29. *Little or Nothing*
30. *Love*
31. *Minorities*
32. *Multicultural/Multicultural Ed.*
33. *Music*
34. *Norms/Norms-Values*
35. *Organization*
36. *Other Groups*
37. *People*
38. *Race/Ethnicity (Specific)*
39. *Racism/Institutional Racism*
40. *Relationships*
41. *Religion*
42. *Self-Concept*
43. *Sharing*
44. *Stereotyping*
45. *Values*
46. *Women/Feminism/Sexism*

An explanation of how the data were organized appears on page 71.

Table 18

TABULATION (MORE THAN 10 MENTIONS)

TOPIC	NO. OF MENTIONS	SUBTOPIC	NO. OF MENTIONS	ADDITIONAL BREAKDOWN	NO. OF MENTIONS
Race-Ethnicity	171	Native-American/ Indian	41	Native-American (general)	14
				Indian	11
				Degree of suffering/ poverty	5
				High suicide	3
				Learned from Marcia	3
				BIA	3
				Reservation	2
		Chicano/Mexican-American	33	Chicano (general)	17
				Chicano, importance of language	7
				Chicano/Mexican-American	7
				Chicano/White	2
		White	22		
		Puerto-Rican/MA/ Chicano/Spanish	20	Puerto-Rican	14
				PR/Chicano/MA	3
				Spanish speaking	3
		Black	18		
		Asian-American	15		
		Anglo	6		
		Chinese/Japanese	6		
		Black/White	4		
		Jewish	3		
		WASP	2		
		Irish	1		
Differences/ Similarities	54	Differences	22		
		Similarities	22		
		Sim./Diff.	10		
Language	48	New Terms	25		
		Language (general)	23		
Culture	33				
Multicultural Education	33				
Norms	28				
Stereotyping	24				
Values	19				
Books	15				
Food	14				
Communication	12				
Ethnicity	12				

The following listing shows the headings in the order of the frequency in which they were mentioned:

		mentions
1.	*Race/Ethnicity (Specific)*	*171*
2.	*Differences/Similarities*	*54*
3.	*Language*	*48*
4.	*Culture*	*33*
	Multicultural/Education	*33*
5.	*Norms*	*28*
6.	*Stereotyping*	*24*
7.	*Values*	*19*
8.	*Books*	*15*
9.	*Food*	*14*
10.	*Communication*	*12*
	Ethnicity (General)	*12*
11.	*Bi-Lingual*	*10*
	Identity	*10*
	Individualism	*10*
12.	*Little or Nothing*	*9*
13.	*Education*	*7*
	Feelings	*7*
14.	*Appearance*	*6*
	Attitudes	*6*
	Background	*6*
	Love	*6*
	Women	*6*
15.	*Acceptance*	*5*
	Organization	*5*
	Sharing	*5*
16.	*Cooperation*	*4*
	Customs	*4*
	People	*4*
	Racism	*4*
17.	*Dance*	*3*
	Discrimination	*3*
	Expectations	*3*
	Expression	*3*
	Friendship	*3*
	Ideas	*3*
	Interaction	*3*
	Religion	*3*
	Self-Concept	*3*
18.	*Behavior*	*2*
	Guilt	*2*
	Lifestyles	*2*
	Minorities	*2*
	Music	*2*
	Relationships	*2*

A breakdown of the most frequently mentioned items into sub-topics (where applicable), and a representative sampling of responses are given in Table 18 (See page 67).

RACE/ETHNICITY - 171 mentions

In this instance, a specific race or ethnic group was mentioned as the one about which the respondent learned something new. Wherever possible, further analysis of the sub-topic has been made.

1. Native-American/Indian - 41 mentions

a. Native-American (general)	*14*
b. Indian	*11*
c. Degree of suffering/poverty	*5*
d. High suicide rate	*3*
e. Learned from Marcia	*3*
f. BIA	*3*
g. Reservation	*2*

Sampling of responses:

- *NA are by nature quiet--unless spoken to*
- *NA's cultural norms conflict with school norms*
- *Indian children do not like to be singled out*
- *Indians don't always get drunk*
- *No representation in life for Native American*

2. *Chicano/Mexican-American - 33 mentions*

a. Chicano (general)	*17*
b. Chicano, importance of language	*7*
c. Chicano/Mexican-American	*7*
d. Chicano/White	*2*

Sampling of responses:

- *Chicano openness and self-pride*
- *Chicanos are not always poor*
- *Chicanos are not as militant as a few years ago*
- *Mexican-American not the same as Chicano*
- *Chicanos are of Indian and Mexican descent*

3. *White - 22 mentions*

Sampling of responses:

- *Whites show little ethnic pride*
- *Whites tend to be naive about other minorities*
- *Whites are born racists*
- *Some Whites are concerned about institutional racism*
- *Some Whites have little contact with other groups*

4. *Puerto-Rican/Mexican-American/Chicano/Spanish - 20 mentions*

a. Puerto-Rican (general)	*14*
b. PR/Chicano/MA	*3*
c. Spanish speaking	*3*

Sampling of responses:

- *Puerto Ricans are basically considerate rather than radicals as usually depicted*
- *Diversity among the Spanish-speaking groups*
- *Puerto-Rican is different from Chicano and Mexican-American*
- *Puerto-Ricans can speak English*
- *Different Puerto-Rican songs and dances*

5. *Blacks - 18 mentions*

Sampling of responses:

- *Blacks are survival oriented*
- *Blacks want to be recognized as being black*
- *Black people here in general seem incredibly dedicated*
- *Blacks choose to talk instead of listening*
- *All Blacks are not drunks*

6. *Asian-American/Oriental - 15 mentions*

Sampling of responses:

- *Asian-Americans prefer this name (11 mentions)*
- *Asians are not really yellow*
- *Asian-Americans seem to appreciate careful, methodical conversation*

7. *Anglo - 6 mentions*

Sampling of responses:

- *I am an Anglo*
- *Anglos are uncomfortable with the term racist; it forces them to erase the concept*

8. *Chinese/Japanese - 6 mentions*

Sampling of responses:

- *Chinese don't all have slanted eyes*
- *The differences between the Chinese and the Japanese*

9. *Black/White - 4 mentions*

10. *Jewish - 3 mentions*

11. *WASP - 2 mentions*

12. *Irish - 1 mention*

RACE/ETHNICITY - Recapitulation

Native-American/Indian	*41*
Chicano/Mexican-American	*33*
White	*22*
Puerto-Rican/Mexican-American/Chicano/Spanish	*20*
Blacks	*18*
Asian-American/Oriental	*15*
Anglo	*6*
Chinese/Japanese	*6*
Black/White	*4*
Jewish	*3*
WASP	*2*
Irish	*1*
	171

DIFFERENCES/SIMILARITIES - 54 mentions

The references most frequently made in this category were primarily of a general nature. Occasionally, mention was made of cultural, individual, or regional similarities or differences. Some samples follow:

Responses which focused on DIFFERENCES: 22

Samples:

- *There are incredible differences in norms and cultures within our society*
- *Different styles of different ethnic groups*

Responses which focused on SIMILARITIES: 22

Samples:

- *We all have the same basic needs and desires to exist in our society*
- *They have common bonds*

Responses which focused on SIM./DIFF.: 10

Samples:

- *Likes and dislikes according to other groups*

LANGUAGE - 48 mentions

Many of the responses in this category were made with reference to new words or to new understandings of known words. Some statements did refer to language in a general sense.

Responses which mention learning NEW TERMS: 25

Samples:

- *The connotation of word Chicano*
- *La Raza means The Cause*
- *Learning black terms*

General reference to LANGUAGE: *23*

Samples:

- *Real problems with language*
- *Regional accents (of speech) are beautiful*
- *Wide use of Span-glish*

CULTURE - 33 mentions

Explanation and sample answers regarding this heading appear in Organization of Data on this page.

MULTICULTURAL EDUCATION - 33 mentions

Sample responses:

- *Multicultural education is in its early stages in the U.S.*
- *Multicultural education means a lot more than teaching about other cultures*
- *You can teach any subject and include multicultural*
- *Multicultural education can include the study of youth, and women and the aged*
- *Multicultural education is not a panacea*

NORMS - 28 mentions

Sample responses:

- *Don't assume you understand the norms of a group*
- *Norms differ within one culture*
- *A variety of norms are exhibited during discussions*
- *The importance of norms in a classroom*
- *Norms are different*

STEREOTYPING - 24 mentions

Sample responses:

- *All stereotypes are not negative*
- *Each ethnic group has its stereotypes*
- *Stereotypes do not give accurate description*
- *To be aware of certain stereotypes I have and deal with them positively (i.e., unshaven Mexicans)*
- *Effects of stereotyping*

ORGANIZATION OF DATA

In order to categorize and tabulate the more than 700 open-ended responses which this question generated, an attempt was made to fit the answers under a number of general headings. Whenever a response clearly expressed a single thought, it was grouped with others stating a similar thought. For examples, the following were grouped under the broad heading *CULTURE:*

- *Want to uphold their own culture*
- *Their culture is important to each group*
- *The importance of valuing other cultures*

If the answer was somewhat less direct the dominant thought was extracted. Thus, still grouped under *CULTURE:*

- *They offer culture and heritage that is extremely interesting*
- *Every ethnic group has culture and should not be assimilated*

into a dominant culture
- *Keeping the culture is not as important to some*
- *Cultural experiences are a great resource*

The implication is that all the above respondents learned something about the value and/or importance of *CULTURE* during CMTI, and their answers are tabulated under that heading, and nowhere else.

Some categories were further broken down into sub-topics. Under the heading *DIFFERENCES/SIMILARITIES* three groupings were made. Some responses focused on *DIFFERENCES:*

- *To respect and accept differences*
- *Learn about the differences in their style of living*
- *Difference is O.K.*

Others mentioned *SIMILARITIES:*

- *We share the same dreams and fears*
- *We are all the same no matter how you look at it*
- *What is in me is in others*

Still others brought up the *DIFFERENCES and SIMILARITIES:*

- *Same needs, different awareness*
- *We are different--but alike*
- *People are different, but even so, a lot alike*

A number of responses defied classification:

- *Activities in their communities*
- *Observe before concluding*
- *Inner-city children learn to cook at an early age*
- *Some are farmers*
- *Mongoloid is a negative term to Asian-American*
- *They carry a "message" in themselves*
- *That all people from Wyoming aren't cowboys!*

and are not included elsewhere.

Others were more general in nature:

- *How we all perceive reality*
- *Identification of current role models in certain ethnic groups*
- *Caring for elders*
- *Learned from example what not to be like*
- *Rationale for quota system in college admissions*
- *Appreciation and love for nature*

and if they appeared only once, a concerted effort was made to fit them into other, related categories. *(The statements used in the above illustration are not included in the tabulation.)*

There were many one-word answers. Wherever possible, they were grouped under the appropriate heading. Some appeared only once:

- *Beliefs*
- *Conflict*

- *Goals*
- *Misperceptions*
- *Priorities*
- *Sensitivity*
- *Suicide*
- *Traditions*
- *Understanding*

and are not mentioned elsewhere.

Two comments specifically critical of the multicultural aspect of CMTI were made:

- *Very little, since I feel that CMTI only scratched the surface as far as dealing with the multicultural issue*

- *Concept of multicultural experience at CMTI was only lipservice from up top*

Several responses were unique and included a number of concepts which could not readily be classified under a single heading. They are quoted in their entirety:

- *Some cluster leaders should have some positive human relations experiences prior to having job assignments.*

- *Emergent power group will behave similarly to an entrenched power group at that point in time when the group (emergent) realizes it has power.*

  *** I don't know if this makes sense or not, but it is my major concern right now.*

- *Stating facts which I have picked up about other ethnic groups will not increase my or anyone else's sensitivity to people who belong to other ethnic groups. I could probably list customs which I have learned about other ethnic groups; however, I hope that I have learned from CMTI experience that I can best learn customs by being receptive to individuals as individuals from any culture without imposing my own cultural norms upon them.*

- *Different people have different outlooks, based on their entire background and personality, and your outlook seems to be that it's important that I learned that black people have curly hair and white people get sunburned--I disagree--there's a lot more involved than that. I'm not going to list five things I've learned about any ethnic group, because what I feel is important is what I've learned about People.*

- *Multicultural education is a way of life . . . it takes more than just bringing people from different ethnic groups together and telling them to pick a room-mate different from themselves. I hope CMTI-Teacher Corps re-evaluates their MC awareness--why, what were your objectives--how else could they be met?*

- *In terms of knowledge about other ethnic groups, I feel that I have provided more knowledge to others about my culture than others provided me (especially white ethnic groups). Within this framework, I have learned much about Chicanos, and some about rural America.*

- *Awareness of their various cultures and religion and how they relate to how they are as humans. Stereotypes stink!*

The following responses were not classified elsewhere so that they might be quoted verbatim and reflect some of the tone and flavor which is necessarily lost in the process of tabulation:

- *Learned all folks are individuals and can't speak for a group just because of their common ethnicity*
- *Segregated friendships are prevalent unless there is alternative structure and direction*
- *All ethnic groups have worthwhile contributions to make to our society*
- *Each has positive traits that can be incorporated--*
- *That children learn (exhibit) prejudices of PARENTS*
- *It is difficult to change your perspective, but it is possible*
- *Anger and frustration are inevitable but healthy*
- *Some will always be in the minority*
- *I was busy learning about people sharing and caring. I did not look at color or race, etc., except when it presented itself*
- *The fact that most groups at CMTI were not really interested in enjoying their multicultural experience*
- *"Understanding enough about me and them to become us."*
- *Friendship comes in all colors*
- *The People involved have to want it*

FRIENDSHIP PATTERNS

During a three-week institute which involved close personal interaction among participants, friendships develop which contribute to the meaningfulness of CMTI. To assess the nature of these friendship patterns, the following open-ended question was asked at the end of CMTI:

> *"Friendships often develop during an institute such as CMTI. List the names (first name and last name) of three persons with whom you would like to continue these initial friendships."*

Data from this question were analyzed so as to describe CMTI friendship patterns. The specific study question and sub-questions were as follows:

10.0 WITH WHOM WOULD PARTICIPANTS CHOOSE TO CONTINUE OR EXTEND FRIENDSHIPS?

10.1 To what extent were persons from the nominator's local project named?

10.2 To what extent were persons from the nominator's cluster named?

10.3 To what extent were persons in various role groups named?

10.4 To what extent were persons from the nominator's ethnic or racial group named?

10.5 To what extent were persons of the nominator's sex named?

The question on the Post-Program Assessment related to friendship patterns was completed by 214 participants. The first sub-question of the study asked whether these friendships were related to local project affiliation. Only 34 participants named other team members from their local project (16 percent). Distribution is shown in Table 19.

Table 19

NUMBER AND PERCENT OF PARTICIPANTS CHOOSING TEAM MEMBERS FROM THEIR LOCAL PROJECT AS FRIENDS

Number Team Members Named By An Individual	Number Team Members Making Choice	Percent of Participants
1 Team Member	15	7
2 Team Members	5	2
3 Team Members	14	7

In making their friendship choices, only seven percent named one other team member from their own project, two percent of participants named two other team members and seven percent named all three of their choices from their local team. Of possibly greatest importance was the large proportion (84 percent) who did not name a single person from their project.

The following table summarizes data for role groups, clusters, and general instructional and administrative staff, and provides summarized data on the number and percentage of participants who selected various role groups responding to sub-question 2.

Table 20

ROLE GROUP AND CLUSTER FRIENDSHIP SELECTION PATTERNS

Number Members of Role Groups Named By An Individual	Selected By	
	Number of Participants	Percent of Participants
Within Cluster		
Cluster Leader	25	12
1 Cluster Instructor	31	14
2 Cluster Instructors	4	2
1 Team Leader in Cluster	25	12
2 Team Leaders in Cluster	20	9
3 Team Leaders in Cluster	4	2
1 Intern in Cluster	47	22
2 Interns in Cluster	49	23
3 Interns in Cluster	42	20

Table 20 (continued)

Number Members of Role Groups Named By An Individual	Selected By Number of Participants	Selected By Percent of Participants
From Other Clusters		
1 Cluster Leader/Instructor	2	1
2 Cluster Leader/Instructors	0	0
1 Team Leader	35	16
2 Team Leaders	7	3
3 Team Leaders	2	1
1 Intern	57	27
2 Interns	24	11
3 Interns	10	5
From Central Staff		
1 Content Specialist	0	0
2 Content Specialists	1	0
1 Instructional Staff	11	5
2 Instructional Staff	2	1
1 Administrative Staff	10	5
2 Administrative Staff	1	0

Twelve percent chose the Cluster Leader while 16 percent named one or two of the Cluster Instructors from within their cluster. Twenty-three percent identified Team Leaders from the cluster while 65 percent named Interns from their cluster.

Cluster Leaders or Instructors were seldom selected from other clusters (one percent). Twenty percent of participants named Team Leaders from other clusters (compared with twenty-three percent from within the cluster).

The Instructional Staff was named by six percent of participants while five percent identified members of the Administrative Staff.

Table 21 translates data from Table 20 so that a comparison may be made of the numbers of participants selected by other participants. These are summarized by role group and whether they were in the same or a different cluster.

Table 21

NUMBER OF PARTICIPANTS SELECTED AS FRIENDS CLASSIFIED BY CLUSTER

	Number Selected		
	Same Cluster	In Another Cluster	Total
Cluster Leader/Instructors	64	2	66
Team Leaders	77	55	132
Interns	271	135	406
TOTAL	412	192	604

More than twice as many nominations were made of people in the same cluster (412) than from other clusters (192). Participants tended to choose from within their cluster caused, no doubt, by the greater familiarity people had with people in their own clusters. About two-thirds of all persons named were Interns (406 of 604), 22 percent Team Leaders, and 11 percent Cluster Leaders or Instructors.

One further analysis of data related to role groups was made. This question considered the interaction among Interns and Team Leaders. To respond to it, the number of Interns and the number of Team Leaders selected by

Interns and by Team Leaders was determined. These data are found in Table 22. The actual number selected are found in the "actual" columns while the expected proportion, based on the number of participants are in the "Expected" columns.

Table 22

NUMBER OF PARTICIPANTS SELECTED AS FRIENDS CLASSIFIED BY ROLE GROUP

Participant Role	Selected By				
	Team Leaders		Interns		
	Actual	(Expected)	Actual	(Expected)	Total
Team Leaders	103	(31)	39	(111)	142
Interns	30	(102)	447	(375)	477
TOTAL	133		486		619

*Chi-square of 278.2760 with 1 d. f., significant at $p < .01$.

One hundred three Team Leaders were selected by other Team Leaders for continuing friendship. This compared with only 31 expected Team Leaders who could have been expected to be selected when considering their proportion of participants at CMTI. Team Leaders selected only 39 Interns as friends, while Interns named as friends 30 Team Leaders and 447 Interns.

A Chi-square statistic was computed by comparing the actual selections with expected or anticipated numbers based on the proportion of that group in CMTI. The Chi-square of 278.2760 was significant at $p < .01$. Inspection of Table 22 reveals that Team Leaders tended to choose Team Leaders and Interns tended to choose Interns for friends.

Table 23

NUMBER OF PARTICIPANTS SELECTED AS FRIENDS CLASSIFIED BY RACE/ETHNICITY

Race/ Ethnicity	Selected By[a]										Total
	Anglo American		Black American		Hispanic/Chicano American		Native American		Asian American		
	Actual	(Expected)[1]	Actual	(Expected)	Actual	(Expected)	Actual	(Expected)	Actual	(Expected)	
Anglo American	199	(155)	52	(91)	28	(31)	0	(3)	3	(3)	282
Black American	82	(124)	125	(72)	13	(24)	4	(2)	1	(2)	225
Hispanic/ Chicano American	47	(46)	13	(27)	20	(9)	2	(1)	2	(1)	84
Native American	1	(4)	3	(2)	3	(1)	0	(0)	0	(0)	7
Asian American	1	(1)	0	(1)	1	(0)	0	(0)	0	(0)	2
TOTAL	330		193		65		6		6		600

[1] Expected frequencies rounded to nearest integer in table.

[a] Chi-square = 122.2516 with 16 d. f., significant at $p < .01$.

The fourth sub-question probed the ethnic or racial patterns among friendships. The actual number of participants selected for continuing friendships is shown in Table 23 for each racial group identified at CMTI. The expected number, when considering proportional representation of CMTI racial groups is included in parentheses.

Anglo Americans selected for friends 199 Anglo Americans, 52 Black Americans, 28 Asian Americans and 3 Hispanic/Chicano Americans. The expected proportional representation was lower for Anglo Americans and higher for all other racial/ethnic groups. This same pattern persisted for Black Americans and for Hispanic/Chicano Americans: members from each group chose a greater proportion of participants as friends from their racial/ethnic group than would have been expected in proportional representation (125 actual - 72 expected for Black Americans; 20 actual and 9 expected for Hispanic/Chicano Americans). This pattern resulted in Chi-square of 122.2516 which, with 16 d. f., was significant at $p < .01$.

A fifth analysis considered whether the sex of participants was related to friendship choices. Table 24 includes the actual numbers of friendship choices by sex and the expected proportional numbers based on the numbers of males and females at CMTI.

Table 24

NUMBER OF PARTICIPANTS SELECTED AS FRIENDS
CLASSIFIED BY SEX

Sex	Selected By				Total
	Male		Female		
	Actual	(Expected)	Actual	(Expected)	
Male	76	(64)	147	(159)	223
Female	105	(117)	301	(289)	406
TOTAL	181		448		629

*Chi-square of 4.8847 with 1 d. f., significant at $p < .05$.

Males named a greater number of males (76) than would have been expected through proportional allocation (64), while females selected more females (301) than would have been expected (289). This pattern resulted in a Chi-square of 4.8847 which was statistically significant at $p < .05$.

In summary, the persons named by participants tended to be from the same role group, sex, cluster, and racial group. They were not from the same project.

PROFESSIONAL RELATIONS

CMTI was concerned primarily with increasing participant competence. During the Institute many opportunities were afforded them to interact on professional problems. One outcome of these interactions was probed through study question eleven.

11.0 WITH WHOM WOULD PARTICIPANTS CHOOSE TO WORK IN SOLVING AN EDUCATIONAL PROBLEM?

11.1 To what extent were persons from the nominator's local project named?

11.2 To what extent were persons from the nominator's cluster named?

11.3 To what extent were persons in various role groups named?

11.4 To what extent were persons from the nominator's ethnic or racial group named?

11.5 To what extent were persons of the nominator's sex named?

To provide data related to this question and its sub-questions, the following simulation was included on the post-test.

> *Assume that you have been selected as the chairperson of a task force which has been given the assignment of solving an educational problem. From the participants at CMTI, list the names of three persons whom you would ask to serve on this task force.*

Two hundred twenty-one persons responded to this situation. Their responses were analyzed by local team membership, cluster, sex, and racial group, and are reported in this section.

The first analysis compared the number and percentage of selections from the same local project. These are found in Table 25.

When asked to name three people, 21 percent of participants named one person from their local project, one percent named two people, and four percent named all three people from their local project. Twenty-six percent of participants made at least one selection from within their local project team; but 74 percent made all of their selections from outside their local Teacher Corps team.

Table 25

NUMBER AND PERCENT OF PARTICIPANTS CHOOSING TEAM MEMBERS FROM THEIR LOCAL PROJECT TO SOLVE AN EDUCATIONAL PROBLEM

Number Team Members Named By An Individual	Number Team Members Making Choice	Percent of Participants
1 Team Member	46	21
2 Team Members	3	1
3 Team Members	8	4

The patterns of participant selection within and across clusters and for various CMTI role groups are included in Table 26.

Fifty percent of Team Leaders and Interns named their Cluster Leader as one of the three persons they would include in their problem-solving task force. Forty-nine percent named one or two Instructors form their cluster while only seven percent named Team Leaders and 27 percent identified Interns in their cluster.

Few persons from other clusters were identified. Eight percent named an Instructor or Leader from another cluster, four percent named one Team Leader and four percent named one Intern from outside their cluster.

The Central Staff was identified more often. Thirty-nine percent named one or two content specialists, 16 percent identified members of the Instructional Staff and four percent identified a member of the Administrative Staff.

Table 26

ROLE GROUP AND CLUSTER PROBLEM SOLVING SELECTIONS PATTERNS

Role Groups Named By An Individual	Selected By Number of Participants	Selected By Percent of Participants
Within Cluster		
Cluster Leader	110	50
1 Cluster Instructor	71	32
2 Cluster Instructors	38	17
1 Team Leader in Cluster	14	6
2 Team Leaders in Cluster	3	1
1 Intern in Cluster	29	13
2 Interns in Cluster	24	11
3 Interns in Cluster	6	3
From Other Clusters		
1 Cluster Leader/Instructor	17	8
1 Team Leader	9	4
2 Team Leaders	1	0
3 Team Leaders	1	0
1 Intern	8	4
2 Interns	1	0
From Central Staff		
1 Content Specialist	50	23
2 Content Specialists	36	16
1 Instructional Staff	26	12
2 Instructional Staff	9	4
1 Administrative Staff	9	4
2 Administrative Staff	1	0

The data were analyzed further to assess the extent to which Team Leaders named other Team Leaders or Interns and the extent to which Interns specified Team Leaders or Interns. These data are found in Table 27. The actual number of persons identified from each role group are compared with the expected number (shown in parentheses) based on the proportion of that group at CMTI.

Table 27

NUMBER OF PARTICIPANTS SELECTED TO SOLVE AN EDUCATIONAL PROBLEM BY ROLE GROUP

Participant Role	Selected By				Total
	Team Leaders		Interns		
	Actual	(Expected)	Actual	(Expected)	
Team Leaders	24	(9)	31	(46)	55
Interns	11	(26)	149	(134)	160
TOTAL	35		180		215

Chi-square of 4.02242 with 1 d. f., significant at $p < .01$.

Twenty-four Team Leaders were selected by other Team Leaders to work on a task force (proportionally only nine would have been expected) while 31 Team Leaders were identified by Interns. Eleven Interns were chosen by Team Leaders while 149 Interns were selected by other Interns (with 134 anticipated on the basis of proportional representation). Team Leaders tended to choose Team Leaders; Interns to choose Interns. This finding was significant at $p < .01$.

The fourth sub-question was concerned with the extent to which participants selected members of their race/ethnic group to work on educational problems. Table 28 includes data by race on the actual number of choices and the expected number based on the proportion of participants of that racial group at CMTI.

Table 28

NUMBER OF PARTICIPANTS SELECTED TO SOLVE AN EDUCATIONAL PROBLEM CLASSIFIED BY RACE/ETHNICITY

Race/ Ethnicity	Selected By										Total
	Anglo American		Black American		Hispanic/Chicano American		Native American		Asian American		
	Actual	(Expected)[1]	Actual	(Expected)	Actual	(Expected)	Actual	(Expected)	Actual	(Expected)	
Anglo American	82	(72)	33	(42)	17	(17)	1	(2)	2	(1)	135
Black American	40	(49)	44	(29)	7	(12)	1	(1)	0	(1)	92
Hispanic/ Chicano American	20	(21)	8	(13)	11	(5)	1	(1)	0	(0)	40
Native American	2	(2)	0	(1)	0	(0)	1	(1)	0	(0)	3
Asian American	2	(1)	0	(1)	0	(0)	0	(0)	0	(0)	2
TOTAL	146		85		35		4		2		272

Chi-square of 29.4832 with 16 d. f., significant at $p < .05$.

[1] Expected frequencies rounded to nearest integer in table.

When Anglo Americans were asked to name persons with whom to work on an educational problem, they selected 82 other Anglo Americans. This compared with an expected frequency of 72. Black Americans tended to select Black Americans (44 as compared with an expected 29) and Hispanic/Chicano Americans tended to choose Hispanic/ Chicano Americans (11 compared with an unexpected 5). This pattern was not evident for Asian or Native Americans where the numbers were small. The tendency to select members of one's own race to work on an educational problem, was significant at $p < .05$ when analyzed using the Chi-square statistic.

A fifth sub-question was concerned with the sex of persons selected to work on an educational problem. Data from this analysis are summarized in Table 29.

When the actual selections were compared with the anticipated proposition, the sex of participants was not a factor. Males were as likely to choose a male or female to work on an educational problem.

Table 29

NUMBER OF PARTICIPANTS SELECTED TO SOLVE AN EDUCATIONAL PROBLEM CLASSIFIED BY SEX

Sex	Selected By				Total
	Male		Female		
	Actual	(Expected)	Actual	(Expected)	
Male	41	(36)	52	(57)	93
Female	37	(42)	71	(66)	108
TOTAL	78		123		201

Chi-square of 2.1070 with 1 d. f., was not significant.

In summary, the persons named to work on an educational problem tended to be Central CMTI Staff and Cluster Leaders or Instructors from the same cluster as the nominator. Selections of Interns and Team Leaders tended to be from the same role group and ethnicity. Sex did not appear to be a factor, while few choices were of persons from the same project.

PERCEPTIONS WITH RESPECT TO OTHER RACIAL OR ETHNIC GROUPS

A "living/learning" environment was chosen for CMTI, at least in part, because it was thought that it would give participants a multicultural experience. The major question explored in this part of the study is:

12.0 IN WHAT WAYS DID PARTICIPANTS' PERCEPTION OF THEMSELVES IN RELATION TO OTHER RACIAL OR ETHNIC GROUPS CHANGE DURING CMTI?

To ascertain to what extent this occurred, the participants were asked during the final assessment to respond to the following question: *"Has your perception of yourself in relation to other racial or ethnic groups changed during CMTI? In what ways? Please describe."* The most frequent responses (from a total response of 254 out of a possible 257) were:

• *I am more sensitive to, more comfortable with, more understanding of, more appreciative of, more able to interact with other people.*	*69*
• *I learned about beliefs, values, ideas, perceptions held by others.*	*48*
• *I have always related well, always accepted people as individuals. I have had prior multicultural exposure, experience.*	*46*
• *No. I have not changed.*	*38*
• *I am more aware of my own beliefs, values, ideas. I am more appreciative of my own ethnicity.*	*32*

Other responses included remarks such as: *"Haven't changed, just reinforced," "I am more aware as to the attempts being made in education to try to find ways in which we could better learn about racial and ethnic groups different from our own," "Yes, I have formed more stereotypes and prejudices."*

The responses by Interns and Team Leaders are reported in Table 30.

Another indication of the effect of the environment on multicultural perceptions was the participant reaction to the *"multicultural experience"* provided by CMTI. To the question *"What experiences at CMTI did you find most rewarding personally?"* One hundred and six participants indicated that meeting and interacting with people from diverse backgrounds and cultures was rewarding personally. In addition, 37 participants indicated *"acquiring multicultural awareness/skills"* as a significant personal reward.

Table 30

PERCEPTION OF SELF AND ETHNIC GROUPS

	Interns	Team Leaders	Total
I am more sensitive to, more comfortable with, more understanding of, more appreciative of, more able to interact with other people.	55	14	69
I learned about beliefs, values, ideas, perceptions held by others.	41	7	48
I have always related well, always accepted people as individuals. I have had prior multicultural exposure, experience.	36	10	46
No. I have not changed.	29	9	38
I am more aware of my own beliefs, values, ideas. I am more appreciative of my own ethnicity.	28	4	32
I am more uncomfortable in my interactions with others.	4	4	8
My perception has changed, has changed slightly.	2	1	3
CMTI did not adequately provide for multicultural emphasis.	2	1	3
I have formed more prejudices.	2	-	2
My perceptions haven't changed; they have been reinforced, reconfirmed.	2	-	2
My perceptions haven't changed on a positive level.	1	-	1
I am still analyzing this.	-	1	1
I am more aware as to the attempts being made in education to try to find ways in which we could better learn about racial and ethnic groups.	-	1	1

PARTICIPANT ASSESSMENT OF CMTI

Participant attitudes and achievement in an institute such as CMTI are facilitated by the way the institute functions. To assess participant perception of the ways CMTI was organized and managed, the following study question was posed:

13.0 HOW DID PARTICIPANTS ASSESS THE ORGANIZATION AND SUBSTANCE OF CMTI?

Twenty questions were posed on the Post-CMTI Program Assessment to tap participant assessments of the various functions in CMTI. The questions include such items as:

- *Generally, CMTI was a very good experience*
- *CMTI has increased my knowledge of other cultures*
- *Activities were interesting and well designed*

To each question they could respond: *1 - Strongly Disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; or 5 - Strongly Agree.* The twenty questions represented six subscales: *General Assessment, Faculty, Content, Organization, Instructional Activities and Multicultural Education.* Means for each subscale are found in Table 31, while means and standard deviations are included in the Appendix for each of the twenty questions. A copy of the instrument and scoring key is also included in the Appendix A-13.

Table 31

PARTICIPANT ASSESSMENT OF CMTI

Sub-scale	Intern-Mean	Team Leader-Mean
General Assessment	3.97	3.94
Faculty of CMTI	4.08	3.94
Content of CMTI	3.48	3.42
Organization of CMTI	3.49	3.46
Instructional Activities	3.41	3.42
Multicultural Education	3.62	3.51

The lowest mean assessment was 3.41 on a five-point scale while the highest was 4.08, indicating positive perceptions of CMTI. Higher ratings were accorded CMTI in general and the CMTI faculty; however, the differences were not significant.

In summary, participants rated CMTI, its faculty, content, organization, instructional activities and multicultural aspects quite positively.

FILMS, ACTIVITIES, MATERIALS

The staff and administrators of CMTI provided a resource-rich environment for the participants at CMTI. In order to describe the use and response to these materials and activities, the following question was posed:

14.0 WHICH FILMS, ACTIVITIES, OR MATERIALS DID PARTICIPANTS RECOMMEND BE USED AGAIN?

In the questionnaire given to Interns and Team Leaders on the last day of CMTI, the participants were asked to list the films, activities, and materials that they had found most useful. Table 32 summarizes their responses. These answers have been organized by cluster totals and overall totals. In reviewing these comments, it is important to note that few elements of CMTI were experienced by all participants. Clusters made most decisions about which films, activities, and materials were used. The relative weight of cluster totals is important to consider as well as the overall totals.

For example, the film that received the most responses (71) was the Cosby film on prejudice which was shown in individual clusters. The second highest total (70) was for the film, Up the Down Staircase. This film was shown to all participants at the same time as part of the data collection process. Clusters then had the option of using the film as a basis for content activities. When one analyzes the responses by clusters, an interesting fact appears. Seven clusters had responses between one and nine for this film. The eighth cluster, however, had 21 persons list that flim. An hypothesis, for which data does not exist, would be that in that one cluster considerable emphasis was placed on the film.

The next highest total (60) was given to Cypher in the Snow.

The fourth highest number of responses (28) was given to the "Love as a Behavior Modifier" tape. This item was selected by persons from only four clusters, one of which had 21 persons choose this item.

The next four highest ranked items were Lament of the Reservation (25), Bridge on the River Kwai (23), I Am Joaquin (21), and Narcirema (20).

The responses on activities are also organized by clusters. The list of answers to these questions included guest speakers, field trips, materials, and activities.

Only three items were selected by 20 or more people: the game BaFa (83), the game Star Power (38), and the Jack Gant lecture (23).

Table 32

MATERIALS/ACTIVITIES/FILMS PARTICIPANTS FOUND MOST USEFUL

MATERIALS/ ACTIVITIES	CLUSTER TOTALS 1	2	3	4	5	6	7	8	U	ALL
Multicultural Materials	5	1		1	4	1				12
Community Materials								1		1
Books		1	1			1				3
Gant Materials/Lecture	2	4	1	2	5	3	2	4		23
Observation/Feedback	1	1		2		1				5
Santa Barbara	3	4	2		2	4		3		18
Force Field HO	1					2				3
Case Studies	1	2	4	1	4	2	1	2	2	19
How Cultures Collide	2			2						4
Communication Materials		1	1		2	2				6
Concepts HO		1		2	1	1				5
All Materials	4			2	2	3		2	1	14
Other: (See list)										
Multicultural Entertainment	1	1			1					3
CMTI Activities (Talent/Sport)	1	2					1			4
Role Play Activities	5	2	5	1		3		2	1	19
Group Interaction	3		1	1	1	1		1		8
Self-awareness Activities						1	1		1	3
Simulation Games	1		3	1		2				7
Communication Skills		3			2			1	1	7
Stereotype Discussions			2							2

Table 32 (continued)

MATERIALS/ ACTIVITIES	CLUSTER TOTALS 1	2	3	4	5	6	7	8	U	ALL
Community Observation		1		1		1				3
Star Power		14		1	2	9	9		3	38
MUONGA	6			5	2			1		14
BaFa BaFa	13	20	5	10	9	10	5	8	3	83
Road Game	4	1		2	7				1	15
Alpha Beta				1		2	1		1	5
Penny Game	3							1		4
Parachute	1									1
Fishbowl	7									7
Prisoner's Dilemna		2								2
San Diego Squares	1				1					2
Rumor Clinic		2							1	3
1-way/2-way Communication				3				1	2	6
Non-verbal Communication				2						2
"I Am Unique"								3		3
JoHari Window				1	2	1				4
Other Speakers			1		2			1		4
All Activities	4			2	2	2		2	1	13
Other: (See list)									w/x	

Table 32 (continued)

FILMS	CLUSTER TOTALS 1	2	3	4	5	6	7	8	U	ALL
Why Man Creates	10		1	5						16
Star Wars				1	4	1				6
Bridge on the River Kwai	3		4	2	5	6	1	2	2	23
Up The Down Staircase	8	1	4	5	21	8	7	9	7	70
Melting Pot			2		5	6	2		1	16
High School					5					5
I Am Joaquin	6	2	7			6				21
Cosby on Prejudice	7	7	11	11	10	3	9	9	4	71
The Giving Tree	4	2					14	3	4	27
Cypher in the Snow	1	9	7		9	11	15	3	5	60
Lament on the Reservation		4	3	4	3	1	5	3	2	25
How West Was Won					3	1				4
Refiners Fire			1			6				7
Black History		1	6	1					1	9
Rock in the Road			2							2
Eye of the Storm			3							3
Chromaphobia		1	1	6		7				15
Holes & Corks			4							4
Squares 'n Circles						5				5
The Wall			2							2

Table 32 (continued)

FILMS	CLUSTER TOTALS 1	2	3	4	5	6	7	8	U	ALL
Nacirema (FS)			3		1		6	8	2	20
Dick Gregory Tape				1	5		2	2	1	11
Demographic Overture			1			1				2
Perception Slides		1		3	1	2				7
Love as Behavior Modifier		1		2			21		4	28
CMTI '76 College				3	1					4
Other:										
All Films	5	1	11	4	5	2		2	1	41
No. in team	35	30	36	34	35	35	36	35	0	276
No. forms/team	33	29	35	26	33	33	28	28	12	256

The following are examples given by participants which did not fall into the categories listed in this summary:

FILMS:

a. Tapes on Progressive Relaxation

b. Films dealing with prejudice, culture and educational concepts.

c. Films that we saw in our cluster concerning different cultures.

d. Symbolic films

Table 32 (continued)

FILMS:

e. In Praise of Diversity was informative.

f. Magazine cover slides.

g. Los Compadres.

h. Videotapes of presentations.

i. An Island in Paradise (Puerto Rico) (but with ample time for a discussion)

j. The overhead projector for organizational materials.

k. That record with Native American chants.

MATERIALS:

a. List of criteria for evaluating materials and extent to which racism, sexism is perpetuated.

b. CMTI 1977 Models.

c. TESOL

d. Book - Cultural Diversity

e. The "Notebook"

f. The study on the community, i.e., the Warren & Warren article.

g. John Leeke's racism tool.

h . Resource Center

i. Team Leader Handbook

ACTIVITIES:

a. Songs: Kris Kristofferson, Joan Baez, Harry Chapin

b. Using a video recorder

c. Personal learning experiences
Leadership and group training

d. Informal meeting with Team Leader/Instructors

e. Sociograms
Group discussions

f. All individualized methods

g. "Space Dust" activity

h. Rock-a-bye baby
Brown eye, blue eye

i. Trip relating to instruction
Lectures from those who are related in some way with a topic being presented

j. Body language
Instruction/activity

Table 32 (continued)

ACTIVITIES:

k. Team work

l. Videotape

m. Peer teaching

n. Re-entry plans
Interviews for presentation on CMTI

o. Listening skills
Discussion on institutionalized racism

p. Bucket

q. Cultural activities, i.e., singing, dancing, art, etc.

r. Sharing of real life experiences by different groups.

s. Systematic observation systems presented by Barbara Friday in Cluster 8.

t. Marcia Galli's talk re: her background

u. Ist. Sunday social/Ice Breaker

v. Collusive Behavior (activity)

w. Community panel

x. Sharing
"It"

* * * * * * *

The case studies which were used in all clusters were selected by 19 people.

The Santa Barbara materials used only with the 55 Team Leaders garnered 18 responses.

One related question about materials is also helpful in understanding CMTI. The answer to the question, "*What materials were used?*" can be answered partially by analyzing the data collectors' observation forms.

Each cluster was observed three times a day for twenty-minute periods, a total of one hour each day from the seven-hour instructional program. The data collectors recorded data about handouts, books, films, games, and other A/V material.

A description of what was observed appears in Appendix B. Readers should be reminded that this chart reflects only one-seventh of the total instructional program.

Appendix B includes the name of the item, whether it was program (P) or faculty (F) material, whether there were multiple (M) or single (S) copies, and whether the item was used (U) or simply referred to (R).

CASE STUDIES

Four case studies were included in the curriculum of CMTI — Distant Drum, Mid-America, Buena Vista, and Smoke City. Each was based on actual Teacher Corps projects. Each case study was a composite of several projects, but was an accurate representation of events and interactions that have taken place in projects throughout the United States. These case studies were written especially for Teacher Corps and for CMTI. They represented a unique attempt to provide CMTI participants with simulations which included organizational concepts and problems.

Another of the questions of the study was directed to participant perception of these case studies.

15.0 TO WHAT EXTENT DID THE PARTICIPANTS ASSESS THE HELPFULNESS OF THE FOUR CASE STUDIES USED IN CMTI?

On the Post-CMTI Program Assessment, participants were asked to assess each of the four case studies in terms of its helpfulness to them. The five possible responses were: *1 - Not helpful; 2 - Of some help; 3 - Helpful; 4 - Very helpful; and 5 - So helpful that I will use it in the future.* A copy of the instrument is found in Appendix A.

Mean responses of Interns and Team Leaders are recorded in Table 33.

Table 33

PERCEIVED HELPFULNESS OF CASE STUDIES

Case Study	Interns		Team Leaders		Total	
	Mean	S. D.	Mean	S. D.	Mean	S. D.
Distant Drum	3.17	.97	3.19	1.02	3.17	.98
Mid-America	2.95	1.00	3.02	99	2.97	1.00
Buena Vista	2.94	1.11	3.04	1.06	2.96	1.10
Smoke City	3.23	1.15	3.29	1.14	3.24	1.15

Interns rated Smoke City highest (3.23), then Distant Drum (3.17). Team Leaders rated these same two highest (3.29 and 3.19 respectively). Team Leader ratings were slightly but not significantly higher than those of Interns on each of the case studies. None of the mean ratings approached the *"very helpful"* assessment, clustering instead around the mid-point, 3.00, *helpful"*.

PERSONALLY REWARDING EXPERIENCES

In order to ascertain the aspects of CMTI that the participants found most rewarding personally, the following question and sub-questions were investigated:

16.0 WHAT EXPERIENCES DID PARTICIPANTS NAME AS MOST REWARDING PERSONALLY?

16.1 What experiences did Interns name as most rewarding personally?

16.2 What experiences did Team Leaders name as most rewarding personally?

One of the questions asked during final assessment was *"What experiences at CMTI did you find most rewarding personally?"* All participants completing forms completed this item for a total of 257 responses. Many of these responses contained multiple references, and these have been separated and counted under an appropriate category in an overall framework. The same procedure was followed for the questions relating to professional rewards, what was of most value to the home project, and other comments.

The most frequent responses to the above question (from a total response of 257) were:

• *Meeting/interacting/living with others*	*106*
• *Meeting/interacting with new people*	*55*
• *Developing skills in multicultural awareness*	*37*
• *Team building*	*31*
• *Learning from the teaching skills of the cluster instructors*	*26*
• *Developing group process skills*	*23*
• *Meeting/interacting with other Interns*	*20*
• *Participating in cluster games/simulations*	*19*
• *Experiencing/interacting with others in the cluster*	*15*
• *Developing communication/interpersonal skills*	*12*
• *Participating in the living /learning environment*	*12*

As might be expected from the nature of the question *(rewarding personally)*, the most references were to meeting and interacting with new people. However, a large number of participants also indicated cluster activities and skilled development as most rewarding personally, a testimony perhaps to the professionalism of the participants involved in CMTI 1977, or to the skills of the cluster staff in motivating the participants.

Team building ranked high with participants, indicating perhaps a strong home-site focus and awareness of the reason for being at CMTI.

16.1 What experiences did Interns name as most rewarding personally?

The Interns rated the following four areas as most rewarding personally:

• *Meeting/interacting/living with others from diverse backgrounds*	*86*
• *Meeting/interacting with new people*	*40*
• *Developing skills in multicultural awareness*	*31*
• *Learning from the teaching skills of the cluster instructors*	*22*

16.2 What experiences did Team Leaders name as most rewarding personally?

The Team Leaders rated the following four areas as most rewarding personally:

• *Meeting/interacting/living with others*	*20*
• *Team building*	*18*
• *Meeting/interacting with new people*	*15*
• *Developing leadership/supervision skills*	*11*

A complete list of responses as reported by Interns and Team Leaders appears in Table 34.

Table 34

WHAT EXPERIENCES AT CMTI DID PARTICIPANTS FIND MOST REWARDING PERSONALLY?

When participants were asked on the post-test to list experiences they found most rewarding personally, they listed the following:

	Team Leaders	Interns	Total
Meeting/interacting/living with others from diverse backgrounds	20	86	106

Table 34 (continued)

Meeting/interacting with new people	15	40	55
Developing skills in multicultural awareness	6	31	37
Team building	18	13	31
Learning from the teaching skills of the Cluster Instructors	4	22	26
Developing group process skills	3	20	23
Meeting/interacting with other Interns	1	19	20
Participating in cluster games/simulations	-	19	19
Experiencing/interacting with others in the cluster	3	12	15
Developing communication/inter-personal skills	2	10	12
Participating in the living/learning environment	4	8	12
Developing leadership/supervision skills	11	-	11
Developing self-awareness skills	1	9	10
Socializing in general	-	10	10
Learning about organizational concepts/structures	-	8	8
Viewing films	-	7	7
Sightseeing	1	6	7
Seeing the Talent Show	1	5	6
Role playing in Cluster	1	5	6
Interacting with staff informally	4	2	6

Table 34 (continued)

	Team Leaders	Interns	Total
Attending lecture on re-entry	-	6	6
Developing action plans	1	5	6
Participating in instruction in general	1	4	5
Participating in sports	-	5	5
Enjoying San Diego offerings	1	3	4
Experiencing the openness of the temporary system atmosphere	1	3	4
"Getting away from it all" (free time)	1	3	4
Participating in field trips	1	3	4
Participating in cluster activities in general	-	4	4
Attending lecture on community	-	4	4
Defining role	-	3	3
Learning about multicultural education	-	3	3
Learning about the case studies	1	2	3
Attending lectures in general	1	2	3
CMTI as a whole	-	3	3
Travel	-	3	3
Living conditions (multicultural dinners)	-	2	2
Participating on Living/Learning Council	-	2	2

Table 34 (continued)

	Team Leaders	Interns	Total
Folk dancing	-	2	2
Working on independent projects	-	1	1
Participating in Week 1 cluster activities	-	1	1
Learning to apply organizational concepts to community	-	1	1
Learning about new teaching techniques	-	1	1
Developing observation skills	-	1	1
Negative responses:			
Certain people rewarding, other a learning experience	-	1	1
CMTI wasn't as positive as I expected	-	1	1
The End	-	1	1
Readings too wordy	-	1	1
M-C community was enjoyable, but "rewarding". . . I don't know.	-	1	1

PROFESSIONALLY REWARDING EXPERIENCES

In order to ascertain the aspects of CMTI that the participants found most rewarding professionally, the following question and sub-questions were investigated:

17.0 WHAT EXPERIENCES DID PARTICIPANTS NAME AS MOST REWARDING PROFESSIONALLY?

17.1 What experiences did Interns name as most rewarding professionally?

17.2 What experiences did Team Leaders name as most rewarding professionally?

One of the questions asked during the final assessment was, *"What experiences at CMTI did you find most rewarding professionally?"**

A total of 255 participants responded to the question. Two hundred forty-nine provided multiple answers. In addition, three indicated they had no idea as yet, and four indicated that CMTI as a whole was most rewarding. These were treated in the same manner as the question on personal rewards, with the 11 most frequent responses being:

● *Learning about organizational concepts/structures*	*62*
● *Learning about new teaching techniques*	*34*
● *Developing leadership/supervision skills*	*33*
● *Developing communication/interpersonal skills*	*32*
● *Learning from teaching skills of Cluster Instructors*	*27*
● *Developing group process skills*	*25*
● *Developing multicultural awareness/skills*	*18*
● *Learning about multicultural education*	*16*
● *Developing action plans*	*14*
● *Attending the lecture on re-entry (Gant)*	*14*
● *Interacting with other Interns out of class*	*14*

Not unexpectedly, the focus of the responses is now on the acquisition of knowledge and skills that would be useful to the professional educator. The instruction on organizational concept heads the list, and related skills of group process, communication and multicultural awareness appear very close to the top. The appearance of leadership training in the number three position is notable due to the relatively small number of participants in that aspect of the program (52). Informal interactions with others still appears important; however, these informal discussions are with Interns specifically, and mention is made of the knowledge exchanged about their own and other projects. Learning about multicultural education and developing multicultural awareness/skills are still considered important, as is learning from the skills of the Cluster Instructors. The latter suggests more of a classroom focus, which is reinforced by the appearance of a new category--learning about new teaching techniques. The back-home focus has now shifted to the important job of developing re-entry plans.

---

*The participants were also asked if there were any other comments they would like to add. These comments are included in Appendix C.

17.1 What experiences did Interns name as most rewarding professionally?

The Interns rated the following four areas as most rewarding professionally:

• *Learning about organizational concepts/structures*	57
• *Learning about new teaching techniques*	32
• *Developing communication/interpersonal skills*	29
• *Developing group process skills*	23

17.2 What experiences did Team Leaders name as most rewarding professionally?

The Team Leaders rated the following four areas as most rewarding professionally?

• *Developing leadership/supervision skills*	33
• *Developing action plans*	6
• *Learning about organizational concepts/structures*	5
• *Learning from teaching skills of Cluster Instructors*	5

A complete list of responses as reported by Interns and Team Leaders appears in Table 35.

Table 35

WHAT EXPERIENCES AT CMTI DID PARTICIPANTS FIND MOST REWARDING PROFESSIONALLY?

When participants were asked on the post-test to list experiences they found most rewarding professionally, they listed the following:

Table 35 (continued)

	Team Leaders	Interns	Total
Learning about organizational concepts/structures	5	57	62
Learning about new teaching techniques	2	32	34
Developing leadership/supervision skills	33	-	33
Developing communicaion/interpersonal skills	3	29	32
Learning from teaching skills of Cluster Instructors	5	22	27
Developing group process skills	2	23	25
Developing multicultural awareness/skills	3	15	18
Learning about multicultural education	1	15	16
Developing action plans	6	8	14
Attending the lecture on re-entry (Gant)	2	12	14
Interaction with other Interns out of class	3	11	14
Developing observation skills	4	9	13
Attending lecture on Community	-	13	13
Team building	2	10	12
Developing self-awareness skills	1	10	11
Participating in instruction in general	3	8	11
Learning to apply organizational concepts to community/school/classroom	1	8	9

Table 35 (continued)

	Team Leaders	Interns	Total
Viewing films	-	8	8
Attending lectures in general	2	6	8
Attending lectures on multicultural education	1	7	8
Learning to apply organizational concepts to the community	1	7	8
Defining role	4	3	7
Experiencing/interacting with others in the cluster	3	4	7
Interacting with the staff informally	1	6	7
Interacting with others in general	1	5	6
Participating in cluster games/simulations	-	6	6
Role-playing in cluster	2	4	6
Learning to apply the organizational concepts to the classroom	1	4	5
Attending presentation on Native Americans	-	5	5
Working on independent projects	1	4	5
Learning to apply organizational concepts to the school	-	4	4
Participating in cluster activities in general	-	4	4
Interacting with others from diverse backgrounds	-	4	4
CMTI as a whole	-	4	4

Table 35 (continued)

	Team Leaders	Interns	Total
Participating in misc. cluster activities/exercises	-	3	3
Receiving miscellaneous handouts	2	1	3
Participating in Week 1 cluster activities	-	3	3
Attending lecture on classroom	-	3	3
Attending lecture on school	-	1	1
Negative responses:			
I progressed very little	1	-	1
Academically not overwhelmed, experientially, a lot	-	1	1
Not enough time to read case studies	1	-	1
Leadership training should be more specific	1	-	1
Nothing - no application to classroom	-	1	1

LOCAL PROJECT ROLES

In order to gauge the possible impact of CMTI on the local projects, the following question and sub-questions were investigated:

18.0 WHAT EXPERIENCES DID PARTICIPANTS NAME AS MOST HELPFUL IN THEIR LOCAL PROJECT ROLES?

18.1 What experiences did Interns identify?

18.2 What experiences did Team Leaders identify?

18.3 In what ways did they differ?

The participants were asked on the post-test, *"What experiences from CMTI are likely to be of the most help to you in your role as an Intern or Team Leader when you return to your local project?"*

Of the 257 participants completing forms, five left the item blank and three indicated they did not know. Of the remaining 249, four thought CMTI as a whole would be helpful, whereas, one thought nothing would be helpful. One participant response indicated learning, but of a negative variety, *"My position and reactions to being a learner, forced to submit to some methods and rules which I didn't care for."* The remaining positive responses indicated in many cases multiple selections, as was the case with the preceding questions on rewards. These have been split and tabulated in the same manner, with the ten most frequent responses being:

• *Developing group process skills*	53
• *Team building*	53
• *Learning about organizational concepts/structures*	53
• *Developing communication/interpersonal skills*	46
• *Developing leadership/supervision skills*	29
• *Action planning*	26
• *Defining role*	21
• *Developing observational skills*	18
• *Learning how to apply organizational concepts to the community*	15
• *Developing multicultural awareness/skills*	15

The shift of focus to the home project is clearly indicated. The participants' perception of the skills gained and the knowledge acquired would imply that they were well-equipped to enter the home project.

18.1 What experiences did Interns identify?

The Interns identified the following four experiences as most helpful in their local project roles:

• *Learning about organizational concept/structures*	*45*
• *Developing group process skills*	*42*
• *Team building*	*41*
• *Developing communication/interpersonal skills*	*40*

18.2 What experiences did Team Leaders identify?

The Team Leaders identified the following four experiences as most helpful in their local project roles:

• *Developing leadership/supervision skills*	*29*
• *Team building*	*12*
• *Developing group process skills*	*11*
• *Learning about organizational concepts/structures*	*8*

18.3 In what ways did they differ?

Only one item differed in each list. The major reason would appear to be the overwhelming support the Team Leaders gave to *"developing leadership/supervision skills,"* the focus of the special program they alone experienced during the first week of CMTI.

A complete set of responses as reported by Interns and Team Leaders appears in Table 36.

Table 36

WHAT EXPERIENCES AT CMTI DID PARTICIPANTS FIND MOST HELPFUL WHEN RETURNING TO HOME PROJECT?

When participants were asked on the post-test to list experiences they found most helpful in their role when they return to their local project, they listed the following:

	Team Leaders	Interns	Total
Developing group process skills	11	42	53
Team building	12	41	53
Learning about organizational concepts/structures	8	45	53

Table 36 (continued)

	Team Leaders	Interns	Total
Developing communication/interpersonal skills	6	40	46
Developing leadership/supervision skills	29	-	29
Developing action plans	6	20	26
Defining role	5	16	21
Developing observational skills	2	16	18
Learning how to apply organizational concepts to the community	2	13	15
Developing multicultural awareness/skills	-	15	15
Developing outreach skills	1	11	12
Learning to apply organizational concepts to community/school/classroom/in general	1	11	12
Learning about new teaching techniques	2	9	11
Interacting with others in general	1	9	10
Participating in cluster activities in general	3	6	9
Attending lectures on community	-	8	8
Attending lecture on re-entry (Gant)	1	7	8
Learning about multicultural education	1	7	8
Interacting with others from diverse backgrounds	-	8	8
Developing self-awareness/skills	-	7	7
Participating in cluster games/simulations	-	5	5

Table 36 (continued)

	Team Leaders	Interns	Total
Learning from teaching skills of Cluster Instructors	1	4	5
Learning to apply organizational concepts to the school	-	5	5
Receiving miscellaneous handouts	-	4	4
Learning about Teacher Corps	-	4	4
CMTI as a whole	2	2	4
Learning how to apply organizational concepts to the classroom	-	3	3
Participating in Week I cluster activities	2	1	3
Role-playing in cluster	1	2	3
Learning about re-entry	-	3	3
Participating in Week III planning	1	1	2
Interacting with other Interns	2	-	2
Socializing in general	-	2	2
Learning instructional content of cluster	-	2	2
Viewing films	-	1	1
Attending lecture on school	-	1	1
Attending lecture on Teacher Corps	-	1	1

Negative responses:

Table 36 (continued)

	Team Leaders	Interns	Total
I did not gain from CMTI	1	-	1
As a learner, being forced to submit to methods and rules I didn't care for		1	1

* * * * * * *

CHARACTERISTICS OF BACK-HOME PLANS

In completing an analysis of these plans, the following question was asked:

19.0 WHAT WERE THE CHARACTERISTICS OF THE PLANS DEVELOPED FOR IMPLEMENTATION AFTER THE LOCAL TEAM RETURNED TO ITS SITE?

During the third week of CMTI, each project team (four Interns and the Team Leader) was responsible for developing a back-home plan.

Back-home plans from 53 of the 55 projects at CMTI were reviewed. Each of the components in the plans was recorded. Twenty-six different categories appeared. (See Table 37.)

No single format to follow was developed; however, several components were stressed by the planners of CMTI. The follow-up study of CMTI 1976 had revealed that few people at the local project, other than the project director, had detailed knowledge about CMTI. Projects were encouraged to provide descriptions of CMTI that could be made available to persons at the college/university, the school, and the community. Thirty-eight of the 53 plans contained descriptions of CMTI. These descriptions varied widely from short, concise statements to personal accounts and, in one case, an illustrated notebook. In addition, one project drafted letters to parents and staff, while another project prepared a news release. The description of CMTI was the single most consistent component, appearing in approximately 72% of the plans.

The next two items that most often appeared were observation instruments for analyzing the school (27) and observation instruments for analyzing the community (19). The development of observation skills for analyzing the

Table 37
CATEGORIES WITHIN PLANS

Plans	Sociogram	Resumes	Student Questions	Faculty Questionnaire	Agenda for Director	Description of CMTI	Memo to Directors	Observation Instruments - Community	Concerns	School Resources	Responsibilities Chart	Observation Instruments - School	Project Description	Project Goals/Objectives	Method for Entering System	Norms	Orientation Plan	Team Goals/Objectives	Team Self-Assessment	Force Field	Inservice Workshop	Macro Plans	Calendar	Two-Year Plan	Letters to Parents/Staff	News Release
1				■		■					■	■		■												
2						■						■														
3						■						■														
4												■	■		■			■					■	■	■	
5						■																				
6						■						■														
7		■				■									■								■			
8						■		■				■														
9						■		■																		
10								■				■														
11																		■								
12						■					■	■														
13						■																				
14						■		■				■						■					■			■
15						■						■														
16						■						■									■					
17						■		■				■														
18	■					■		■				■														
19						■		■																		
20						■		■		■																
21						■		■			■		■													
22						■					■				■											
23						■		■																		
24						■		■			■		■													
25											■	■														
26		■				■					■															
27						■												■				■	■			
28						■					■															
29																		■					■			
30						■									■								■			
31													■	■	■	■	■									
32						■	■				■	■				■		■	■	■						
33													■	■	■	■	■									
34					■			■	■			■			■											
35			■	■		■		■																		
36				■		■																				
37	■					■		■				■														
38											■				■											
39						■					■	■														
40											■	■			■							■				
41						■		■				■			■							■				
42						■						■			■							■				
43						■		■							■							■				
44						■						■			■							■				
45						■						■			■											
46						■		■			■				■											
47						■		■				■	■		■											
48												■														
49												■	■		■											
50													■		■											
51								■					■													
52													■													
53						■						■	■													
Total	2	2	1	3	1	38	1	19	1	1	13	27	11	3	18	3	2	6	1	1	1	6	6	1	1	1

school and community was a major objective of CMTI. Many of the instruments included in the plans were developed and used by the teams during their field trips. Additionally, a number of plans mentioned using observation instruments; the data include only those plans where the instruments were actually part of the plans.

A *"Method for Entering the System"* was described in 18 plans. This number may be misleading because many of the projects described their total plan as a design for re-entering the system.

A responsibilities chart -- a who would do what, when, for what purpose chart--appeared in 13 plans. In most cases, the plan followed the design presented by Jack Gant in his lecture which began Week Three.

A description of the local project appeared in 11 plans. These descriptions were similar to those that had appeared in the project proposals.

No other category had more than six common components. (See Table 37.)

No attempt was made to analyze how *"good"* the plans were. They varied greatly in length and in style. The only way to determine how good the plans were would be to consider how helpful they were to the project teams when they returned to the home sites. This is an application question and will be considered in the follow-up study.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

CHAPTER FIVE
SUMMARY AND CONCLUSIONS

The Corps Member Training Institute was conducted for three weeks during July, 1977, at San Diego State University. This chapter summarizes findings previously presented, and draws conclusions from them.

PARTICIPANTS

Demography

Two-hundred five Interns and 52 Team Leaders answered a series of questions on the post-test which elicited information on their background. Interns were younger as a group than Team Leaders. More than half of the Interns were in the 20-24 age bracket while no Team Leaders were in this age range. Eighty-three percent of Interns and 25 percent of Team Leaders were under 30 years of age.

There were twice as many females as males. About one-third of Interns and two-thirds of Team Leaders were married. Half of all participants were Caucasian, one-third Black, and one-sixth other races or ethnic groups, primarily Hispanic/Chicano Americans. Two-thirds of Team Leaders were Caucasian, one-fourth Black, and ten percent Hispanic/Chicano Americans.

Change in Perceived Outcome

One way of assessing outcomes of CMTI was to ask participants prior to the Institute to rate the importance of 23 potential outcomes. This provided a measure of their expectations for the Institute. At the end of CMTI, participants rated these same 23 outcomes, providing an opportunity to assess their perceptions of the purposes of CMTI.

As might be expected, their perceptions were more homogenous at the end of CMTI than at the beginning. Prior to CMTI, Interns rated highest those outcomes related to improving their personal knowledge and skills -- learning new ideas about organizing an educational program, solving problems, multicultural education, theories of instruction, and application of these ideas to their local projects. By the end of CMTI, they rated interpersonal outcomes highest, particularly those related to multicultural education. They continued their concern for application of new ideas to their local projects.

As Team Leaders looked forward to CMTI, their perception of the Institute was that it would be directed toward making them more competent in their new roles. They persisted in this perception throughout CMTI.

Neither Interns nor Team Leaders believed the outcome of CMTI was to facilitate new friendships.

ORGANIZATION OF INSTRUCTION

An extensive description of CMTI has been reported in a companion volume to this one. Data summarized in this section were drawn from extensive, focused observations during CMTI and perceptions of participants at the end of the Institute.

Modes of Instruction

Each of the three weeks of CMTI included different patterns of instructional modes. During the first week, Team Leaders and Interns engaged in separate instructional activities as Team Leaders studied clinical supervision skills. Interns were engaged in discussion 37 percent of observed periods while Team Leaders discussed 41 percent and faculty discussed 31 percent of the time. Faculty lectured 26 percent; Interns presented information 10 percent, Team Leaders none. Team Leaders engaged in independent activities 21 percent, while Interns engaged in independent activities only three percent of the time. Interns and Team Leaders joined together for the last two weeks of the Institute.

The use of audiovisual resources increased significantly from the first week (Interns--one percent; Team Leaders--zero percent) to 19 percent each during the second week. Independent activities by Team Leaders decreased significantly from 21 percent to 10 percent for the second week.

During the third week, faculty participation in discussion/group problem-solving decreased significantly to 9 percent while Interns and Team Leaders continued the high percent of time (31 percent) in this activity. Groups planning and organizing increased for Interns and Team Leaders to 20 percent. These two shifts in instructional style reflected participant planning sessions as they prepared plans to translate CMTI objectives and activities for use in their local communities.

Overall, discussion/group problem-solving was the often observed mode of instruction in CMTI (about one-third of the time for Interns and Team Leaders). Presentations by faculty were made one-fourth of the time.

Four case studies were included in the instructional tactics for CMTI. Each was based on experiences in Teacher Corps projects in various areas, and represented a unique attempt to provide CMTI participants with simulated problems which related to organizational concepts. Case studies were rated as *"helpful"* by participants.

Participants most often recommended the following films be used again in future CMTI's: Bill Cosby films on prejudice, Up the Down Staircase and Cypher in the Snow. The game, BaFa, was named most often by participants.

Observed Instructional Climate

Observers rated the instructional climate of CMTI on six scales: ***affective climate, communication, participant openness, participant initiative, group interpersonal cohesiveness, and attending behavior.*** Ratings on these five-point scales were made for 1,420 four-minute segments of instruction. When summed by weeks, the mean ratings on all scales was greater than 3.00, reflecting a positive atmosphere at CMTI. Ratings on two scales, affective climate and communications, improved significantly during each of the three weeks. A third scale, attending behavior, was significantly higher the third week over the previous two weeks.

Content Emphasis

CMTI was designed to emphasize 11 organizational concepts: *power, authority, and influence; decision-making; communication; slippage; role set; formal structure; informal structure; temporary systems; conflict; norms;* and *motivation/self-interest.* The extent to which each of these concepts was emphasized was probed in two ways: *(1) participant perception of the emphasis placed on each concept, and (2) observed extensiveness of instruction.*

Participants rated each organizational concept in terms of its emphasis during CMTI. When these ratings were ranked from 1 to 11 for Intern ratings and for Team Leader ratings, the rankings were amazingly similar. The four highest-ranked concepts were the same on both lists although not precisely in the same order; the next four were the same, and the three lowest-ranked concepts were the same.

Participants believed these four organizational concepts were most emphasized: *(1) temporary systems, (2) power, authority, and influence, (3) slippage, and (4) communication.* Least emphasized concept was *motivation/self-interest* with *decision-making* and *role set* in tenth and ninth positions.

During CMTI, observers recorded which concepts were being taught during 1,420 four-minute segments. These were summarized by week and concept. Overall, each of the 11 concepts was being observed being taught 10 percent of the time.

The CMTI instructional design designated the second week as the one where heavy emphasis would be placed on organizational theory. Observations reflected this emphasis. During the first week, each of the organizational concepts was observed being taught an average of four percent of the time. This increased to 23 percent during the second week, then dropped back to four percent during the third week.

Concepts most often observed being taught were: *communication (15 percent), informal structure (12 percent), power, authority, influence (11 percent), and temporary systems (11 percent).* Least often observed concepts were: *motivation/self-interest (8 percent) and slippage (8 percent).* The most apparent difference between these observed emphases and participant perception of them was in slippage. Participants ranked it in the highest four concepts, whereas it was last in extensiveness when being observed.

Both the basic concepts of these organizational concepts and their applications to schools and classrooms, community, multiculture, and other settings were taught during CMTI. Seven percent of observations were of instruction in the basic concepts of the organizational concepts. Sixteen percent of instruction was in the application of each of the concepts to school and classroom, 13 percent to community, 11 percent to multiculture, and 6 percent to other settings. Thus, applications of organizational concepts were observed more often being taught than basic concepts of organizational theory.

IMPACT OF CMTI

The major thrust of CMTI was to improve participant knowledge of organizational concepts. The extent to which CMTI was successful in changing participant perception of change in knowledge was assessed in two ways: *(1) participant perception of change in knowledge of organizational concepts, and (2) achievement on pre- and post-CMTI Tests on organizational concepts.*

Participant Perception of Changed Knowledge of Organizational Concepts

At the end of CMTI, participants were asked to rate the extent to which they were familiar with certain organizational concepts both prior to CMTI and at the close of the Institute. In every case, both Interns and Team Leaders rated their post-CMTI knowledge significantly higher than their pre-CMTI knowledge. Team Leaders' self-ratings were higher than Interns' on comparable items.

- *I am able to describe the norms operating in an organization to which I belong.*

- *I am able to analyze the school as an organization.*

The greatest perceived gain by both Interns and Team Leaders was for this item:

- *I am able to describe the development of a temporary social system such as CMTI.*

In another question, participants were asked to name experiences that had been most rewarding to them professionally at CMTI. Sixty-two (24 percent) named *"learning about organizational concepts/structures"* (57 of these were from Interns). Thirty-three Team Leaders (58 percent) named *"developing leadership/supervision skills"*. Interns also listed *"learning about new teaching techniques"* (16 percent), *"developing communication/interpersonal skills"* (24 or 14 percent), and *"developing group process skills"* (23 or 11 percent).

Participant Achievement in Organizational Theory

An achievement test on knowledge of organizational concepts was administered to participants prior to CMTI and again at the end of the second week when most of the formal instruction on organizations had been completed. A second achievement test assessed the extent to which participants could recognize organizational concepts in a filmed sequence. The movie, Up The Down Staircase, was shown to participants at the end of the second week, then a test on it was administered.

Both Interns and Team Leaders made significant gains in achievement during CMTI (from 51 percent on the pre-test to 70 percent, and from 52 percent to 71 percent, respectively). Intern and Team Leader pre-test and post-test scores were almost identical.

The greatest gains were made by both Interns and Team Leaders on the power, authority, and influence sub-scale. Interns made significant gains on 7 of 11 sub-scales while Team Leaders did so on 6 sub-scales. Least change occurred in the conflict sub-scale. The greatest percentage of correct responses on both pre-tests and post-tests for both Interns and Team Leaders was on the communication sub-scale. When achievement was analyzed by conceptual and application scales, there was no difference.

When achievement was assessed by testing concept recognition in a filmed episode, participants answered 65 percent of the questions correctly. The greatest percent of correct responses was on the communication sub-scales; then the role set sub-scale, informal structure sub-scale, and conflict sub-scale.

Multicultural Education

Multicultural education was inherently part of the Institute. At the end of CMTI, participants were asked to rate their familiarity with multicultural education prior to CMTI and at the close of the Institue. In every case, both Interns and Team Leaders rated their post-CMTI knowledge and skills significantly higher than those prior to CMTI.

Two statements were rated highest by both Interns and Team Leaders at the end of CMTI.

- *I am able to identify stereotypes held by pupils and teachers concerning different cultural groups.*
- *I can describe some of the factors which contribute to conflicts between schools and communities.*

The greatest change during CMTI occurred for this statement.

- *I am aware of more than one perspective on multicultural education.*

To more explicitly assess the multicultural dimensions of CMTI, participants were asked on the post-program assessment to name no more than five things they had learned about other ethnic groups and/or education in a multicultural society. Two-hundred thirty-eight participants made 725 comments in response to this question.

One-hundred seventy-one of these

comments related to specific racial or ethnic traits that were found to be correct or not correct during CMTI. Differences and similarities among cultural, individual, and regional groups were described in 54 statements. Language was mentioned 48 times, primarily with reference to new words or to new understandings of known words. Culture was mentioned in 33 statements as was multicultural education. Group norms were listed 28 times while stereotyping was noted 24 times.

IMPACT ON INTERPERSONAL RELATIONS

During a three-week institute which involved close personal and professional interactions among participants, professional and personal friendships develop. When these are between and among persons of different ethnicities, new understandings of others and of self develop. Three areas are summarized herein: *friendship patterns, professional relations, and self-perception in relation to other ethnic groups.*

Friendship Patterns

Participants were asked on the post-assessment to list three persons with whom they would like to continue being friends. These responses were analyzed in several ways. These findings summarize those data.

- *Only 16 percent chose at least one person from their own local project. More than twice as many nominations were made of persons in the same cluster than from other clusters.*
- *About two-thirds of all persons named were Interns, 22 percent Team Leaders, and 11 percent Cluster Leaders or Instructors. Team Leaders tended to name Team Leaders and Interns named Interns ($p < .01$).*
- *Each racial/ethnic group chose a greater proportion of participants as friends from their racial/ethnic group than would have been expected in proportional representation ($p < .01$). Males tended to select males and females to select females ($p < .05$).*

Professional Relations

To ascertain professional relations, participants were asked to name three persons to work with on a task force which had been asked to solve an educational problem. Twenty-six percent selected at least one person from their local project. Fifty percent of participants named their Cluster Leader and 49 percent named one or more members of their cluster instructional staff. Only 7 percent named a Team Leader from their cluster and 27 percent an Intern. Few persons from other clusters were identified (8 percent Cluster Leaders or Instructors, 4 percent Team Leaders, and 4 percent Interns). The central staff was identified more often. Thirty-nine percent named at least one content specialist, 16 percent identified a member of the administrative staff.

- *Team Leaders tended to choose Team Leaders and Interns tended to choose Interns (*$p < 01$*). Participants tended to choose members of their own race (*$p < .05$*). Sex was not a factor in selections.*

Self-Perceptions With Respect to Other Racial or Ethnic Groups

On the post-program assessment, participants were asked: *"Has your perception of yourself in relation to other racial or ethnic groups changed during CMTI?"* The most frequent responses are listed below.

* * * * * * *

	Summarized Response	Number	Percent
1.	I am more sensitive to, more comfortable with, more understanding of, more appreciative of, more able to interact with other people.	69	27
2.	I learned about beliefs, values, ideas, perceptions of others.	48	19
3.	I have always related well, always accepted people as individuals. I have had prior multicultural exposure, experience.	46	18
4.	No, I have not changed.	38	15
5.	I am more aware of my own beliefs, values, ideas. I am more appreciative of my own ethnicity.	32	13

Twenty-seven percent indicated greater sensitivity to and understanding of other ethnic or racial groups while 19 percent learned about others' beliefs and values. Thirteen percent increased awareness of their own beliefs and values. Eighteen percent felt that, because of previous experience, they already related well. Fifteen percent believed that they had not changed, and one percent felt they were more prejudiced.

Another indication of the effect of the CMTI environment on multicultural perceptions were responses to the question: *"What experience at CMTI did you find most rewarding personally?"* One-hundred six persons (42 percent) indicated that meeting and interacting with people with diverse backgrounds and cultures was rewarding personally. Thirty-seven participants (15 percent) indicated *"acquiring multicultural awareness/skills"* as an important personal reward.

IMPACT ON LOCAL PROJECTS

Participants were asked to identify which experiences were most helpful in their local project roles. Interns named these two experiences highest: *(1) learning about organizational concepts/structures, (2) developing communication/interpersonal skills.* Team Leaders named as most important, *developing leadership/supervision skills.*

During the third week of CMTI, each project team developed a back-home plan. They varied greatly in length and style. Seventy-two percent of them included description of CMTI. Observation instruments for analyzing the school and the community were also included in many plans. The usefulness of these plans, the extent to which they would be followed, and the impact of follow-up activities in local projects is yet to be assessed.

In a general assessment of CMTI, participants were asked to rate on a five-point scale, the item, *"I plan to apply ideas from CMTI immediately or in the near future"*. Team Leaders rated the item 4.13 and Interns 3.94. Both reflect strong agreement with the statement and indicate a potential for impact on local projects.

Participant Assessment of CMTI

On the post-program assessment, participants were asked to assess CMTI. Twenty questions related to 6 areas of CMTI operation: *general assessment, CMTI faculty, content of CMTI, organization of CMTI, instructional activities and multicultural education.* On a five-point scale, the mean ratings of Interns ranged from 3.41 to 4.08 and of Team Leaders from 3.42 to 3.94; all considered positive perceptions of the Institute. Higher ratings were accorded the general assessment of CMTI and the CMTI faculty.

Responses to two questions are particularly appropriate to assessing participant reaction to CMTI. Participants rated each on a five-point scale. The item, *"Generally, CMTI was a very good experience"*, was rated 3.92 by Team Leaders and 4.07 by Interns. Responses to these two questions reflect positive feelings toward CMTI.

CONCLUSIONS

Did CMTI make a difference in the lives of the 257 participants? Reviewing the data previously presented and summarized, the answer is definitely yes. Four general questions have been posed to elaborate on this response.

I. Did the participants learn the organizational concepts?

II. What did the participants learn about multicultural education?

III. How did the participants feel about CMTI?

IV. Is CMTI likely to impact the local projects?

I. DID THE PARTICIPANTS LEARN THE ORGANIZATIONAL CONCEPTS?

The design of CMTI focused on 11 organizational concepts. These concepts were described in written materials given to the participants. The four case studies provided examples of how these concepts were illustrated in actual Teacher Corps projects. In addition to these materials, the faculty used a variety of techniques and additional material to reinforce what the concepts were and how they could be applied. Finally, four content specialists assisted in developing materials and spent one week at CMTI assisting the participants in studying the concepts as they were illustrated in studies of multicultural education, schools, the community, and the classroom.

Both Team Leaders and Interns showed significant gain in their knowledge of the organizational concepts during CMTI. On the pre-test, the participants answered correctly approximately 51 percent of the items. On the post-test, they responded correctly to approximately 71 percent of the items (significantly at $p < .01$).

Moreover, on the application film test, the participants answered correctly 65 percent of the items. The overall knowledge level, 71 percent can then be compared to the application level, 65 percent, a difference of only 6 percent.

In both sets of tests, the Team Leaders' and Interns' scores were very close with no significant differences between the two groups.

One can answer the first question posed in this section:

> *Yes, the knowledge about the organizational concepts increased by approximately 20 percent during CMTI. In addition, evidence exists that participants could apply this knowledge to a film situation in proportions closely related to their knowledge level.*

II. WHAT DID THE PARTICIPANTS LEARN ABOUT MULTICULTURAL EDUCATION?

The living-learning environment that existed at CMTI was designed to provide multicultural living experiences for the participants. In addition, a multicultural content specialist was on the instructional staff and each of the organizational concepts was related during the instructional periods to implications for multicultural education.

Reporting data on the multicultural impact of CMTI is slightly more difficult than reporting data on the knowledge gain about the organizational concepts.

Several sources of data, however, support the conclusion that CMTI provided a learning environment for increasing knowledge about multicultural education.

In the post-test, the participants were asked to list no more than five specific things they learned about other ethnic groups and/or education in a multicultural society. Seven hundred and twenty-five specific responses were received. The greatest number were related to race/ethnicity (171), with statements about native Americans, Chicanos, Whites, Puerto Ricans, and Blacks dominating the responses in that order. Differences and similarities were mentioned 54 times, language 48 times, with culture and multicultural education each receiving 33 comments. The remaining responses were classified under the headings: *norms, 28, stereotyping, 24; values, 19; books, 15; food, 14; communication, 12; and ethnicity, 12.*

Participants were also asked to assess CMTI in a variety of ways, including one set of questions on multicultural education. On a five-point scale *(1. strongly disagree, 2. disagree, 3. neutral, 4. agree, 5. strongly agree),* the Interns had a mean response to the three multicultural questions of 3.62. In responding to questions about increased knowledge and about enriching their environment, the responses were approximately 3.90 — nearly a full *"agree"* position. However, the question related to *"likely to change actions in the future"* had a response rate of 3.10, a nearly *"neutral"* position.

The participants were also asked, *"has your perception of yourself changed in relationship to other ethnic groups?"*

One Hundred and forty-nine persons stated positive ways in which this has happened. In addition, 46 people were positive about the CMTI environment, but indicated that they already had a broad awareness about themselves in relationship to other ethnic groups. Thirty-eight people answered *"no"* and one person said *"yes"* adding that he/she had become more prejudiced.

One can answer the question posed in this section:

> *The participants learned a great deal about other cultures and approximately 60 percent of them changed their perception of themselves in relationship to other ethnic groups.*

III. HOW DID THE PARTICIPANTS FEEL ABOUT CMTI?

On the five-point scale referred to before, the participants were asked to assess their reactions to the following aspects of CMTI: *general assessment, faculty, content, organization, instruction, multicultural.* (The data for this area was reported in the previous section.)

The most positive reactions related to general assessment and faculty at approximately a 4.00, with multicultural next at approximately 3.57, and content, organization and instruction third at about 3.45. Each of these totals is on the *"agree"* side of the *"neutral"* position.

Reactions to two specific questions are particularly appropriate to gauging an overall impression of CMTI.

The item, *"generally CMTI was a very good experience,"* was rated 3.92 by the Team Leaders and 4.07 by the Interns, and *"I would recommend CMTI to others,"* was rated 3.83 by Team Leaders and 3.94 by Interns (all responses at or near the *"agree"* level).

One can answer the question posed in this section:

The participants felt positively about CMTI.

IV. IS CMTI LIKELY TO IMPACT THE LOCAL PROJECTS?

In the general assessment referred to above, the participants were asked to rate the item, *"I plan to apply ideas from CMTI immediately or in the near future."* The Team Leaders rated this item 4.13 and the Interns 3.94. Both responses reflect agreement with the statement and indicate a potential for impact on the local projects.

Each of the 55 teams completed a back-home plan. These plans varied considerably in detail but contained such elements as *"Descriptions of CMTI"* (in 38 plans), *"Observation Instruments for the School"* (in 27 plans), and *"Observation Instruments for the Community"* (19 plans). The observation instruments referred to were used during CMTI in many cases in conjunction with the field trips.

One can answer the question posed in this section:

Yes. Personally, the participants felt they would utilize CMTI upon returning to their sites and, in addition, approximately half of the projects included observation instruments used at CMTI in their back-home plans.

SUMMARY

This summary of the data supports the conclusion that:

The participants achieved the content objectives related to the study of organizational concepts.

The participants achieved both content and affective objectives related to multicultural education.

The participants felt CMTI was a positive experience and would recommend it to others.

CMTI will have an impact upon the local projects.

In these two volumes we have both described CMTI and reported and synthesized the data that was collected. We feel that readers will share with us the feeling that the data strongly supports the conclusion that CMTI met its objectives.

APPENDIX A
DATA COLLECTION INSTRUMENTS

1. Memo to Teacher Corps Project Directors
2. Director's Information Sheet
3. Pre-CMTI Program Assessment
4. Answer Key for Pre-CMTI Content Test
5. Content Post-Test
6. Content Post-Test Answer Key
7. Content Post-Test (Application)
8. Content Post-Test (Application) Answer Key
9. CMTI Instructional Observation Schedule - Parts 1 and 2
10. CMTI Instructional Observation Schedule - Qualitative Description
11. Observer Guide
12. Post-CMTI Program Assessment
13. Participant Assessment of CMTI

A-1

MEMO TO TEACHER CORPS PROJECT DIRECTORS

FROM: Ted Andrews, Brenda Bryant, Bob Houston

RE: Pre-CMTI Data Collection

As was discussed with you at the Directors' meeting, our responsibility is to document the CMTI - 77. The first part of this process is to collect pre-CMTI data. Interns and Team Leaders are to complete the enclosed questionnaires and return them prior to CMTI. Thank you for facilitating this process.

Included in this packet are the following materials:

A. For the Project Director

1. This Memo
2. Director's Information Sheet

B. For the Interns and Team Leader

Six sets of material (one for each participant and one for your files). Each set includes:

1. Pre-CMTI Program Assessment (Directions and questions)
2. Sample answer sheet
3. Answer Sheet

C. Envelope addressed to the University of Houston

Would you please assist us by completing the following tasks:

1. Set a time when your Team Leader and Interns can complete the pre-assessment. About one hour will be required.
2. Administer the questionnaire.
3. Complete the Director's Information Sheet.
4. Place (a) Director's Information Sheet, (b) all assessment sheets, and (c) all answer sheets in return envelope.

A-1 (continued)

5. Send the envelope to the University of Houston.
6. Please mail these no later than June 29.

   This date is crucial, as is the need for returns from all (or almost all) participants by that date. If for any reason some of your Interns cannot complete this questionnaire by that time, please mail those that are completed, and have the others brought to CMTI already completed. These will be collected at registration.

If you have any questions about this, call either Bob Houston at 713/749-3621, or Brenda Bryant or Ted Andrews at 703/437-3222.

A-2

DIRECTOR'S INFORMATION SHEET

Project: ______________________________

____

Location: ______________________________

____

Director's Name: ______________________________

The Team Leader is: ______________________________

Interns are:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Notes or Comments by Director:

143

A-3

PRE-CMTI PROGRAM ASSESSMENT

Prior to beginning CMTI, we are asking you to complete the following questionnaire. The purpose of this activity is to document the reactions of participants to the various experiences and outcomes of CMTI. A second questionnaire will be administered at the end of CMTI.

The data will be used to describe the group's progress and impressions. No data will be reported on individuals or on individual projects. Your responses will be kept in strictest confidence, and will not be made known to any official of Teacher Corps or Instructor in CMTI.

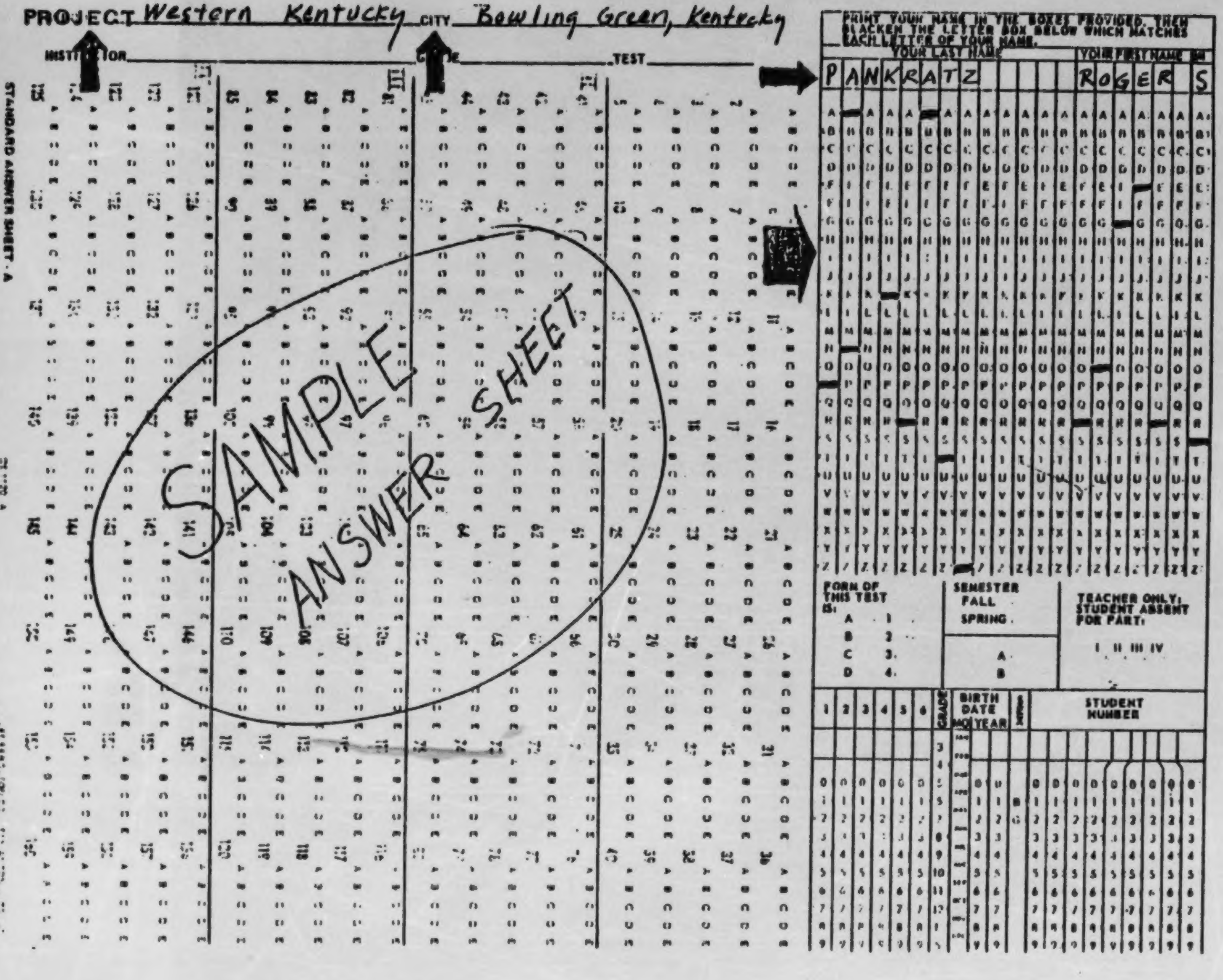
We have included a sample answer sheet to illustrate how the heading should be filled out and how the answers are to be recorded. Please review this sample form before filling out the answer sheet that will be returned.

Now, on the attached answer sheet, please print your name in the boxes provided for that purpose, and blacken the letter boxes as directed. Then, write the name of your project and the city where it is located. It is not necessary to complete any of the other descriptive information.

This instrument has several parts. Read the directions for each part, then blacken the appropriate space on the answer sheet. Please respond accurately and honestly to each item. Please complete all items.

When you have finished, return it with the other questionnaires from your project in the self-addressed envelope.

Thank you for your contribution.



PROJECT Western Kentucky CITY Bowling Green, Kentucky

INSTRUCTOR GRADE TEST

PRINT YOUR NAME IN THE BOXES PROVIDED, THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME	YOUR FIRST NAME	MI
PANKRATZ	ROGERS	S

SAMPLE ANSWER SHEET

FORM OF THIS TEST IS:
A 1
B 2
C 3
D 4

SEMESTER
FALL
SPRING
A
B

TEACHER ONLY: STUDENT ABSENT FOR PART:
I II III IV

GRADE

BIRTH DATE MO YEAR

STUDENT NUMBER

STANDARD ANSWER SHEET - A

BACKGROUND DATA

Please select the correct response for each item and blacken the corresponding space on the answer sheet.

1. Teacher Corps role

   A. Team Leader
   B. Intern
   C. Other

2. Age

   A. 20-24 years
   B. 25-29 years
   C. 30-34 years
   D. 35-39 years
   E. 40 years or older

3. Sex

   A. Female
   B. Male

4. Where you lived during most of your childhood

   A. Rural
   B. Small town (under 10,000)
   C. Small city (10,000 - 50,000)
   D. City (over 50,000), inner-city
   E. City (over 50,000), suburbs

5. Marital status

   A. Married
   B. Single

6. Number of dependent children

   A. None
   B. One

Background Data (continued)

- C. Two
- D. Three
- E. Four or more

7. Race/Ethnic Group

   - A. Anglo/Caucasian American
   - B. Black/Afro American
   - C. Asian/Pacific American
   - D. Native American
   - E. Hispanic/Chicano American

8. Which of the following best describes the school your Teacher Corps project is located in?

   - A. Rural
   - B. Urban/rural
   - C. Urban Inner City
   - D. Other

9. At what level would you prefer to teach?

   - A. Preschool, kindergarten
   - B. Primary (1 - 3)
   - C. Intermediate (4 - 6)
   - D. Junior High (7 - 9)
   - E. Senior High (10 - 12)

10. Year graduated from college

    - A. 1975 - 76
    - B. 1973 - 74
    - C. 1971 - 72
    - D. 1970 or before
    - E. Not graduated

11. Major in college

    - A. Social Sciences
    - B. Humanities/Music/Art
    - C. Science/Mathematics

Background Data (continued)

D. Industrial Arts/Technology
E. Education and Other

12. Previous teaching experience

A. None
B. Student teaching only
C. Two years or less
D. 3 - 5 years
E. 6 or more years

TEACHER CONCERNS CHECKLIST

The checklist is designed to explore what teachers are concerned about at different points in their careers. There are, of course, no right or wrong answers; each person has his or her own concerns.

As Teacher Corps Interns and Team Leaders, you will soon be attending the Corpsmember Training Institute (CMTI). We are interested in learning what your concerns are now about your future role as a teacher (if you are an Intern) or your present role as a teacher (if you are a Team Leader).

Sometimes people are tempted to answer questions like these in terms of what they think they should be concerned about or expect to be concerned about in the future. This is not what is wanted here. We would like to know only what you are actually concerned about now. Consider yourself to be concerned about a thing if you think about it frequently and would like to do something about it.

On the following pages you will find statements about some concerns you might have now. Read each statement. Then ask yourself: When I think about teaching am I concerned about this?

For each statement, decide which of the following answers best applies to you now. Mark that answer on the scoring sheet.

A - I am not concerned about that now, or the statement does not apply

B - I am a little concerned

C - I am moderately concerned

D - I am very concerned

E - I am totally preoccupied with the concern

13. Lack of respect of some students

14. Standards and regulations set for teachers

15. Selecting and teaching content well

16. The mandated curriculum is not appropriate for all students

A. Not concerned
B. Little concerned
C. Moderately concerned
D. Very concerned
E. Totally preoccupied with concern

17. Whether students are learning what they should
18. Whether the students really like me or not
19. Increasing students' feeling of accomplishment
20. The nature and quality of instructional materials
21. Where I stand as a teacher
22. Motivating students to study
23. Working productively with other teachers
24. Lack of instructional materials
25. Rapid rate of curriculum and instructional change
26. Feeling under pressure too much of the time
27. Frustrated by the routine and inflexibility of the situation
28. Becoming too personally involved with students
29. Maintaining the appropriate degree of class control
30. Acceptance as a friend by students
31. Understanding the principal's policies
32. The wide range of student achievement
33. Doing well when a supervisor is present
34. Meeting the needs of different kinds of students
35. Being fair and impartial

A. Not concerned
B. Little concerned
C. Moderately concerned
D. Very concerned
E. Totally preoccupied with concern

---

36. Diagnosing student learning problems
37. Getting a favorable evaluation of my teaching
38. Being asked personal questions by my students
39. Too many noninstructional duties
40. Insuring that students grasp subject matter fundamentals
41. Working with too many students each day
42. Challenging unmotivated students
43. The values and attitudes of the current generation
44. Adapting my self to the needs of different students
45. Whether students can apply what they learn
46. Understanding the philosophy of the school
47. Students who disrupt classes
48. Instilling worthwhile concepts and values
49. How students feel about me
50. Student health and nutrition problems that affect learning
51. The psychological climate of the school
52. Clarifying the limits of my authority and responsibility
53. Assessing and reporting student progress
54. Chronic absence and dropping out of students

A. Not concerned
B. Little concerned
C. Moderately concerned
D. Very concerned
E. Totally preoccupied with concern

55. Lack of academic freedom

56. Teaching required content to students of varied background

57. Student use of drugs

58. Feeling more adequate as a teacher

59. Guiding students toward intellectual and emotional growth

60. Being accepted and respected by professional persons

61. Adequately presenting all of the required material

62. Slow progress of certain students

63. My ability to present ideas to the class

64. Helping students to value learning

65. Whether each student is getting what he needs

66. Increasing my proficiency in content

67. Recognizing the social and emotional needs of students

68. The wide diversity of student ethnic and socioeconomic backgrounds

PERCEPTIONS OF CMTI

Listed below are several potential outcomes of CMTI. Some are more important to you than others. Please rate them as you perceive their importance to you at this time. Blacken the corresponding space on the answer sheet.

A. Not important

B. Somewhat important

C. Important

D. Quite important

E. Extremely important

69. Increase my knowledge of Teacher Corps

70. Make new friends

71. Become better acquainted with Interns and Team Leaders in my project

72. Become more self-confident as a person

73. Work more effectively with other people

74. Learn theories of instruction and how to apply them

75. Appreciate persons from other ethnic groups

76. Meet and live with diverse people

77. Experience a variety of ways of organizing an education program

78. Clarify my educational goals and directions

79. Improve my ability to identify and solve problems

80. Increase my understanding of multicultural education

A. Not important
B. Somewhat important
C. Important
D. Quite important
E. Extremely important

---

81. Learn theories and concepts related to the study of organizations

82. Learn new ideas that I can apply at my school project

83. Enjoy the opportunity to travel and meet new people

84. Know myself better

85. Demonstrate basic communication and group process skills.

86. Facilitate use of basic communication and group process skills in others.

87. Develop my competence in team management skills

88. Employ instructional supervision skills

89. Identify major organizational structures of communities and schools

90. Use observational system for identifying critical elements in the organization of communities, schools, and classrooms

91. Develop a specific plan for continuing learning after CMTI

The following items are related to some of the concepts to be studied at CMTI. Read each item, then select your response. Blacken the space on the answer sheet that corresponds to your selection.

92. Temporary systems rely most often upon which of the following types of decision-making?

A. Unilateral

B. Shared

C. Delegated

D. Pragmatic

E. Administrative Directive

93. The teacher makes a decision concerning the destination of a field trip following discussion with the class. This is an example of:

A. Delegated decision

B. Shared decision

C. Unilateral decision

D. A and C

E. None of the above

94. Employee motivations are based on his/her own:

A. Needs

B. Position

C. Group Norms

D. Coping strategy

E. Ethnicity

95. In defining an individual's role set, you would most likely ask an employee to describe his/her:

A. Role expectations

B. Role relationships

C. Role conflicts

D. Role senders

E. All of the above

96. A planned pattern of role relationships based upon the mission and technical requirements of the organization is a definition of:

A. Formal structure

B. Informal structure

C. Hierachy

D. Role set

E. A and C above

97. Juanita's mother has organized parents to prevent their Hispanic children from eating lunch at school where the food is unsuitable to the children's expectations. Juanita's mother has demonstrated:

A. Influence

B. Authority

C. Slippage

D. Rank

E. Adaptation

98. The students generally agree that they are taking course 123 to learn to teach Johnny to read. The Instructor chooses to teach theories of reading. The conflict that results is based upon discordance between:

A. Means

B. Goals

C. Resources

D. Message Channels

E. Informal groups

99. The willingness to engage in behavior which the individual perceives as likely to obtain wanted things and conditions in order to satisfy a need is defined as:

A. Power

B. Esteem

C. Achievement

D. Authority

E. Motivation

100. Teachers in schools with a multicultural population can eliminate many potential problems with their students by knowing about:

A. Average income level of parents

B. The variety of prevailing neighborhood norms

C. The state education department guidelines

D. Attitudes of elected city officials

E. Origin of the primary groups in the neighborhood

101. A teacher is a member of the PTA and the Teacher's Association and has children of her own in the school. These relationships describe her:

A. Decision-making style

B. Income

C. Leadership style

D. Role Set

E. Group process skills

102. An organization chart is least likely to illustrate:

A. Roles

B. Communication lines

C. Temporary systems

D. Informal structures

E. Organizational complexity

103. The formal structure of an organization is illustrated by:

A. Rules and regulations

B. Job descriptions

C. Space alloted to employees on the basis of rank

D. All of the above

E. Only A and C above

104. When school notices are issued in all languages read and spoken by the community members, the school is demonstrating its concern for:

A. Formal organization

B. Law and order

C. Regulations

D. Authority

E. Communication

105. Each morning a group of men meet at Jerry's Cafe to discuss politicians, schools, and the latest news. This is an example of:

A. Hierarchy

B. Multi-class system

C. Informal group

D. Advisory Board

E. Caucus

106. The president of the community action agency communicates her expectations to the school principal, the PTA president, and the Housing Authority Board. This behavior describes her:

A. Status

B. Role Set

C. Authority

D. Personality

E. Priorities

107. When a group shares responsibility for carrying out a task, it is likely that the most successful decision-making strategy they can employ is:

A. Obtaining a decision from a non-member of the group

B. Autocratic rule

C. Majority vote

D. Polling

E. Consensus

108. Communication is best defined as:

A. The process by which information is shared

B. The strategy used to prevent slippage

C. Message receiving

D. Decoding

E. A feedback mechanism

109. Which of the following is not an attribute of communication:

A. Source

B. Message channel

C. Receives

D. Coding

E. Technology

110. Codes of behavior based on common mores and shaped beliefs are called:

A. Values

B. Rules

C. Norms

D. Leadership styles

E. Informal structures

111. Which of the following is not a type of decision-making?

A. Unilateral

B. Shared

C. Delegated

D. Administrative

E. Social

112. The capacity to affect the behavior of others is called:

A. Authority

B. Influence

C. Power

D. Communication

E. A and C only

113. Two of the attributes of the concept of slippage are:

A. Distortion and filtering

B. Policy and procedures

C. Distortion and coding

D. Coding and encoding

E. Filtering and encoding

114. Role set is based upon one's:

A. Job description

B. Interaction with other members of the organization

C. Years of service to the organization

D. Leadership tasks

E. Expertise

115. The School Board mandates that the curriculum will become multicultural. The teacher reads the directive and plans to have an outside speaker on Dr. Martin Luther King's birthday. This is an example of the concept of:

A. Role set

B. Slippage

C. Consensus

D. Bureaucracy

E. Persuasion

116. The ability to make things happen is a definition of:

A. Communication

B. Influence

C. Power

D. Authority

E. A and D only

117. CMTI is an example of a:

A. Micro system

B. Temporary system

C. Informal organization

D. Permanent system

E. None of the above

118. When students model in some way (e.g., dress, hairstyles) the appearance of another person, they are being responsive to the other person's:

A. Power

B. Authority

C. Influence

D. Rank

E. B and D only

119. Which of the following is not an attribute of the concept of

authority?

A. Hierarchy

B. Acceptance by subordinate

C. Role set

D. Legitimacy

E. Value based

120. Conflict may be caused by differences in:

A. Goals

B. Values

C. Perceptions

D. All of the above

E. A and B only

121. French and Raven define five typologies of power. Which of the five listed below is not one of the five typologies?

A. Normative

B. Reward

C. Coercive

D. Expent

E. Legitimate

122. Decision-making requires:

A. Risk taking

B. Goal interpretation

C. Weighing alternatives

D A and C only

E. All of the above

123. One of the attributes which is not characteristic of an informal structure is:

A. Commonality of needs

B. Indefinite duration

C. Job description

D. Variable membership

E. Commonality of concerns

124. Attributes of organizational norms include:

A. Group enforcement through review and sanction

B. Attainability by members of the group

C. Genuine consensus by the group

D. All of the above

E. A and C only

125. The phases of a temporary system include:

A. Input, throughput, output

B. Hypothesis, condition, testing

C. Planning, building, operating, closing, following-up

D. Presentation, feedback, response, reporting

E. Set induction, instruction, evaluation, reporting

126. Schools as organizations are least likely to have:

A. Clear, measurable goals

B. Hierarchies

C. Standard procedures

D. Coercive controls

E. Centralized decision-making

127 . An example of an organizational norm is:

A. Calling everyone by his/her first name

B. Official business hours

C. Job titles

D. Membership requirements

E. The budget

128. Which of the following items should not be developed in planning a temporary system?

A . Clearly defined resources and resource allocation

B. A macro design

C. An analysis of constraints

D. A pre-system communication

E. A micro design

129. Which of the following is not on Maslow's class of needs that acts as a motivator?

A. Physiological

B. Safety

C. Psychological

D. Esteem

E. Self-actualization

130. Role set is best understood by describing:

A. One's role in relation to other roles in the organization

B. One's job definition

C. One's skills

D. One's income, authority, and status

E. One's goals for career advancement within the organization

131. Dissonance among individuals/groups/systems is called:

A. Integration

B. Domination

C. Slippage

D. Self-interest

E. Conflict

132. As policy is passed down the hierarchy, changes occur. The change is called:

A. Reporting

B. Slippage

C. Delegation

D. Standardization

D. Supervision

133. The degree to which members of an organization feel that they are being recognized for good work is a function of the

dimension of climate called:

A. Leadership

B. Responsibility

C. Power

D. Rewards

E. Warmth

134. A new teacher in a school district is told that he must march in the town's Memorial Day parade. When he protests, he is told that the teachers always march and that the school board assumes that he will be there. The expectation that all teachers will march in a town parade is an example of which of the following organizational concepts:

A. Conflict

B. Temporary systems

C. Authority

D. Slippage

E. Norms

135. Which of the following items should not be considered in operating a temporary system?

A. Work group formation and use

B. Week-to-week operational designs

C. Conflict management

D. Governance and decision-making

E. Recreation

136. The board establishes a policy and communicates the policy

to the president for implementation. The president issues orders to the vice president who will supervise workers who are carrying out the new policy. Slippage is best illustrated when the workers:

A. Accept the policy without questioning it

B. Challenge the wisdom of the administration

C. Reinterpret the policy to suit their own liking

D. Carry out the policy with some alterations in the original intent of the board

E. Ask for a policy review

137. Which of the following would most likely have the greatest concern that the items on this questionnaire fairly and accurately measure the content objectives of CMTI?

A. Faculty

B. Instructional leader and evaluators

C. Evaluators

D. New team of item writers

E. Instructional leader

A-4

CONTENT PRE-TEST ANSWER KEY

Question No.	Correct Response	Concept	Application/ Definition	Question No.	Correct Response	Concept	Application/ Definition
92	B	DM	A	115	B	S	A
93	B	DM	A	116	C	PAI	D
94	A	M	A	117	B	TS	A
95	E	CF	A	118	C	PAI	A
96	A	FS	D	119	C	PAI	D
97	A	PAI	A	120	D	CF	D
98	B	CF	A	121	A	PAI	D
99	E	M	D	122	E	DM	D
100	B	C	A	123	C	IS	A
101	D	RS	A	124	E	N	D
102	D	IS	D	125	C	TS	D
103	E	FS	D	126	A	FS	A
104	E	C	A	127	A	N	A
105	C	IS	A	128	A	TS	D
106	B	RS	A	129	C	M	D
107	E	IS	D	130	A	RS	D
108	A	C	D	131	E	CF	D
109	E	C	D	132	B	S	D
110	C	N	D	133	D	FS	A
111	E	DM	D	134	E	N	A
112	C	PAI	D	135	B	TS	A
113	A	S	D	136	D	S	A
114	B	RS	D	137	B	M	A

PAI - Power, Authority, Influence
DM - Decision-Making
C - Communication
S - Slippage
RS - Role Set
FS - Formal Structure

IS - Informal Structure
TS - Temporary System
CF - Conflict
N - Norms
M - Motivation/Self-Interest

A-5

CONTENT POST-TEST

On the answer sheet, please print your name in the boxes provided for that purpose, and blacken the letter boxes as directed. Then, write the name of your project and the city where it is located. It is not necessary to complete any of the other descriptive information.

Read the directions and then blacken the appropriate space on the answer sheet.

The following items are related to some of the concepts studied at CMTI. Read each item, then select your response. Blacken the space on the answer sheet that corresponds to your selection.

* * * * * * * *

1. The president of the community action agency communicates her expectations to the school principal, the PTA president, and the Housing Authority Board. This behavior describes her:

   A. Status

   B. Role Set

   C. Authority

   D. Personality

   E. Priorities

2. CMTI is an example of a:

   A. Micro system

   B. Temporary system

   C. Informal organization

   D. Permanent system

   E. None of the above

3. In defining an individual's role set, you would most likely ask an employee to describe his/her:

   A. Role expectations

   B. Role relationships

   C. Role conflicts

   D. Role senders

   E. All of the above

4. The capacity to affect the behavior of others is called:

   A. Authority

   B. Influence

   C. Power

   D. Communication

   E. A and C only

5. Each morning a group of men meets at Jerry's Cafe to discuss politicians, schools, and the latest news. This is an example of:

   A. Hierarchy

   B. Multi-class system

   C. Informal group

   D. Advisory Board

   E. Caucas

6. Which of the following is not an attribute of the concept of authority?

   A. Hierarchy

   B. Acceptance by subordinate

   C. Role Set

   D. Legitimacy

   E. Value based

7. The degree to which members of an organization feel that they are being recognized for good work is a function of the dimension of climate called:

   A. Leadership

   B. Responsibility

    C. Power

    D. Rewards

    E. Warmth

8. The teacher makes a decision concerning the destination of a field trip following discussion with the class. This is an example of:

    A. Delegated decision

    B. Shared decision

    C. Unilateral decision

    D. A and C

    E. None of the above

9. Role set is based upon one's:

    A. Job description

    B. Interaction with other members of the organization

    C. Years of service to the organization

    D. Leadership tasks

    E. Expertise

10. Employee motivations are based on his/her own:

    A. Needs

    B. Position

    C. Group norms

    D. Coping strategy

    E. Ethnicity

11. Codes of behavior based on common mores and shaped beliefs are called:

A. Values

B. Rules

C. Norms

D. Leadership styles

E. Informal structures

12. A new teacher in a school district is told that he must march in the town's Memorial Day parade. When he protests, he is told that the teachers always march and that the school board assumes that he will be there. The expectation that all teachers will march in a town parade is an example of which of the following organizational concepts:

    A. Conflict

    B. Temporary systems

    C. Authority

    D. Slippage

    E. Norms

13. Communication is best defined as:

    A. The process by which information is shared

    B. The strategy used to prevent slippage

    C. Message receiving

    D. Decoding

    E. A feedback mechanism

14. Which of the following is not a type of decision-making?

    A. Unilateral

    B. Shared

C. Delegated

D. Administrative

E. Social

15. Role set is best understood by describing:

A. One's role in relation to other roles in the organization

B. One's job definition

C. One's skills

D. One's income, authority, and status

E. One's goals for career advancement within the organization

16. One of the attributes which is not characteristic of an informal structure is:

A. Commonality of needs

B. Indefinite duration

C. Job description

D. Variable membership

E. Commonality of concerns

17. The phases of a temporary system include:

A. Input, throughput, output

B. Hypothesis, condition, testing

C. Planning, building, operating, closing, following-up

D. Presentation, feedback, response, reporting

E. Set induction, instruction, evaluation, reporting

18. Teachers in schools with a multicultural population can eliminate

many potential problems with their students by knowing about:

A. Average income level of parents

B. The variety of prevailing neighborhood norms

C. The state education department guidelines

D. Attitudes of elected city officials

E. Origin of the primary groups in the neighborhood

19. A teacher is a member of the PTA and the Teacher's Association and has children of her own in the school. These relationships describe her:

A. Decision-making style

B. Income

C. Leadership style

D. Role Set

E. Group process skills

20. Juanita's mother has organized parents to prevent their Hispanic children from eating lunch at school where the food is unsuitable to the children's expectations. Juanita's mother has demonstrated:

A. Influence

B. Authority

C. Slippage

D. Rank

E. Adaptation

21. Which of the following would most likely have the greatest concern that the items on this questionnaire fairly and accurately measure the content objectives of CMTI?

A. Faculty

B. Instructional Leader and evaluators

C. Evaluators

D. New team of item writers

E. Instructional Leader

22. The willingness to engage in behavior which the individual perceives as likely to obtain wanted things and conditions in order to satisfy a need is defined as:

A. Power

B. Esteem

C. Achievement

D. Authority

E. Motivation

23. Which of the following items should not be considered in operating a temporary system?

A. Work group formation and use

B. Week-to-week operational designs

C. Conflict management

D. Governance and decision-making

E. Recreation

24. Decision-making requires:

A. Risk-taking

B. Goal interpretation

C. Weighing alternatives

D. All of the above

E. Only A and C above

25. An example of an organizational norm is:

A. Calling everyone by his/her first name

B. Official business hours

C. Job titles

D. Membership requirements

E. The budget

26. Schools as organizations are least likely to have:

A. Clear, measurable goals

B. Hierarchies

C. Standard procedures

D. Coercive controls

E. Centralized decision-making

27. The formal structure of an organization is illustrated by:

A. Rules and regulations

B. Job descriptions

C. Space allotted to employees on the basis of rank

D. All of the above

E. Only A and C above

28. Two of the attributes of the concept of slippage are:

A. Distortion and filtering

B. Policy and procedures

C. Distortion and coding

D. Coding and encoding

E. Filtering and encoding

29. Which of the following is not on Maslow's class of needs that acts as a motivator?

A. Physiological

B. Safety

C. Psychological

D. Esteem

E. Self-actualization

30. French and Raven define five typologies of power. Which of the five listed below is not one of the five typologies?

A. Normative

B. Reward

C. Coercive

D. Expert

E. Legitimate

31. The students generally agree that they are taking course 123 to learn to teach Johnny to read. The instructor chooses to teach theories of reading. The conflict that results is based upon discordance between:

A. Means

B. Goals

C. Resources

D. Message channels

E. Informal groups

32. An organization chart is least likely to illustrate:

A. Roles

B. Communication lines

C. Temporary systems

D. Informal structures

E. Organizational complexity

33. Which of the following is not an attribute of communication?

A. Source

B. Message channel

C. Receiver

D. Coding

E. Technology

34. Temporary systems rely most often upon which of the following types of decision-making?

A. Unilateral

B. Shared

C. Delegated

D. Pragmatic

E. Administrative directive

35. The board establishes a policy and communicates the policy to the president for implementation. The president issues orders to the vice president who will supervise workers who are carrying out the new policy. Slippage is best illustrated when the workers:

A. Accept the policy without questioning it

B. Challenge the wisdom of the administration

C. Reinterpret the policy to suit their own liking

D. Carry out the policy with some alterations in the original intent of the board

E. Ask for a policy review

36. Which of the following items should not be developed in planning a temporary system?

A. Clearly defined resources and resource allocation

B. A macro design

C. An analysis of constraints

D. A pre-system communication

E. A micro design

37. When a group shares responsibility for carrying out a task, it is likely that the most successful decision-making strategy they can employ is:

A. Obtaining a decision from a non-member of the group

B. Autocratic rule

C. Majority vote

D. Polling

E. Consensus

38. The ability to make things happen is a definition of:

A. Communication

B. Influence

C. Power

D. Authority

E. A and D only

39. As policy is passed down the hierarchy, changes occur. The change is called:

A. Reporting

B. Slippage

C. Delegation

D. Standardization

E. Supervision

40. Conflict may be caused by differences in:

A. Goals

B. Values

C. Perceptions

D. All of the above

E. A and B only

41. Attributes of organizational norms include:

A. Group enforcement through review and sanction

B. Attainability by members of the group

C. Genuine consensus by the group

D. All of the above

E. A and C only

42. When students model in some way (e.g., dress, hairstyles) the appearance of another person, they are being responsive to the other person's:

A. Power

B. Authority

C. Influence

D. Rank

E. B and D only

43. When school notices are issued in all languages read and spoken by the community members, the school is demonstrating its concern for:

A. Formal organization

B. Law and order

C. Regulations

D. Authority

E. Communication

44. The School Board mandates that the curriculum will become multicultural. The teacher reads the directive and plans to have an outside speaker on Dr. Martin Luther King's birthday. This is an example of the concept of:

A. Role set

B. Slippage

C. Consensus

D. Bureaucracy

E. Persuasion

45. A planned pattern of role relationships based upon the mission and technical requirements of the organization is a definition of:

A. Formal structure

B. Informal structure

C. Hierarchy

D. Role set

E. A and C only

46. Dissonance among individuals/groups/systems is called:

A. Integration

B. Domination

C. Slippage

D. Self-interest

E. Conflict

A-6

CONTENT POST-TEST ANSWER KEY

PART I

Question No.	Correct Response	Concept	Application/ Definition	Question No.	Correct Response	Concept	Application/ Definition
1	B	RS	A	24	E	DM	D
2	B	TS	A	25	A	N	A
3	E	CF	A	26	A	FS	A
4	C	PAI	D	27	E	FS	D
5	C	IS	A	28	A	S	D
6	C	PAI	D	29	C	M	D
7	D	FS	A	30	A	PAI	D
8	B	DM	A	31	B	CF	A
9	B	RS	D	32	D	IS	D
10	A	M	A	33	E	C	D
11	C	N	D	34	B	DM	A
12	E	N	A	35	D	S	A
13	A	C	D	36	A	TS	D
14	E	DM	D	37	E	IS	D
15	A	RS	D	38	C	PAI	D
16	C	IS	A	39	B	S	D
17	C	TS	D	40	D	CF	D
18	B	C	A	41	E	N	D
19	D	RS	A	42	C	PAI	A
20	A	PAI	A	43	E	C	A
21	B	M	A	44	B	S	A
22	E	M	D	45	A	FS	D
23	B	TS	A	46	E	CF	D

PAI - Power, Authority, Influence
DM - Decision-Making
C - Communication
S - Slippage
RS - Role Set
FS - Formal Structure

IS - Informal Structure
TS - Temporary System
CF - Conflict
N - Norms
M - Motivation/Self-Interest

CONTENT POST-TEST (APPLICATION)

Read the directions below and then blacken the appropriate space on the answer sheet.

The following questions have been developed to test your ability to apply the organizational concepts you have studied during CMTI to the events in the movie you have just seen.

In questions where more than one organizational concept might be an appropriate choice, the concept that is most clearly representative should be selected.

The major characters in the movie you have just seen are:

Sylvia Barrett - a first-year teacher at Calvin Coolidge High School

J. J. McCabe - administrative assistant

Principal Bestor - the high school principal

Alice - the student who jumps from the classroom window

Joe Ferone - a delinquent student

Paul Barringer - an English teacher

47. The faculty lunch room was an example of:

   A. Formal structure

   B. Informal structure

   C. Temporary systems

   D. Role set

   E. One-way communication

48. The discussion between Mr. Barringer and the Principal on how to handle the love letter from the student was an example of:

   A. Role set

   B. Norms

   C. Power

   D. Conflict

   E. Influence

49. The student in Miss Barrett's class who was always answering in lengthy, often unneccesary statements in order to make himself appear smarter than he probably was exemplified:

   A. Communication

   B. Role set

   C. Norms

   D. Conflict

   E. Self-interest

50. When Miss Barrett set the class rules of "No Talking, No Swearing" she was exemplifying:

   A. Slippage

   B. Authority

C. Role set

D. Norms

E. All of the above

51. Miss Barrett's introduction and assignment of "A Tale of Two Cities" exemplified the following concept(s):

A. Authority

B. Slippage

C. Communication

D. A and C

E. B and C

52. Eddie asks Miss Barrett to sign his dropout card, much to her distress. There appears to be a difference in how Miss Barrett and Eddie perceive his:

A. Influence

B. Curriculum objectives

C. Communication

D. Motivation

E. Work schedule

53. Which of the following factors concerning the neighborhood around the school was not illustrated in the movie?

A. Lack of employment opportunities

B. Unsanitary living conditions

C. Need for parent support systems

D. The extent to which organizational activities occur within the neighborhood boundaries

E. The possibility of racial tension among the ethnic groups living in the community

54. Miss Barrett's procedures in the classroom were a reflection of what she thought she should be doing, what the students thought she should be doing, and what her superiors thought she should be doing. Her behavior could then be characterized as reflecting which of the following organizational concepts:

A. Norms

B. The formal structure

C. The informal structure

D. Conflict

E. Role set

55. When the janitor returned all requests with the answer, "He is not here", he was exemplifying his:

A. Role set

B. Authority

C. Norms

D. Slippage

E. None of the above

56. Which organizational concept is being illustrated when Principal Bestor asks Miss Barrett to recognize that there is education taking place at Calvin Coolidge High School in spite of the waste, stupidity, and ineptitude so frustratingly evident?

A. Authority

B. Decision-making

C. Influence

D. Power

E. Norms

57. Which of the following is not an example of one-way communication?

    A. The loudspeaker announcements

    B. The class discussion of "A Tale of Two Cities"

    C. Miss Barrett telling her homeroom students they should not leave until dismissed

    D. Principal Bestor's speech at the opening assembly

    E. Miss Barrett's first meeting with Joe when she read the enrollment list to find his name

58. Which of the following characteristics of a temporary system was illustrated in the movie:

    A. Planning and building

    B. Building and operating

    C. Operating and closing

    D. Closing and follow-up

    E. All of the above

59. "18 to 6" refers to:

    A. The racial makeup of the community

    B. The ideal class size

    C. The amount of time a student spends in the community as opposed to the time spent in the school

    D. The ratio of boys to girls in the school

    E. A and C above

60. When Principal Bestor once again produces only the blueprints of the proposed new school and still does not have the site or money

to report on, it tells us a lot about:

A. Community norms

B. The formal structure

C. Influence

D. Coercive power

E. B and C

61. Miss Barrett's leadership styles as exemplified during her first homeroom period should be described as:

A. Democratic

B. Autocratic

C. Laissez faire

D. All of the above

E. B and C above

62. The fact that Harry Kapan's mother felt justified in barging in on Miss Barrett's conference with another person is bound to create:

A. Slippage

B. Role expectations

C. Conflict

D. Role sets

E. None of the above

63. J. J. McCabe's leadership style should be characterized as:

A. Democratic

B. Autocratic

C. Laissez faire

D. All of the above

E. B and C above

64. Miss Barrett was faced with ______________________ even after she announced that she was resigning.

A. Decision-making

B. Her own motivational problems

C. Racial problems

D. Classroom organizational problems

E. A and B above

65. The library memo sent to all teachers was an example of:

A. Slippage

B. One-way communication

C. Coercive power

D. Communication effectiveness

E. An innovative technique

66. For Alice love was:

A. A temporary system

B. A physiological need

C. A distortion

D. A motivator

E. A female role set

67. Miss Barrett's turning-in Ferone after he pulled a knife on her is an example of demonstrated:

A. Risk-taking

B. Credibility

C. Decision-making

D. Authority

E. A and C

68. The way the class acted towards the President of the Student Council Organization is an example of its:

A. Norms

B. Self-interest

C. Formal structure

D. Power

E. All of the above

69. When Joe asked to leave the room during the semester exam, Miss Barrett faced a problem in:

A. Norms

B. Communication

C. Decision-making

D. Temporary systems

E. Motivation

70. The relationships between the principal, Miss Barrett, the guidance counselor, the nurse, etc. are defined by how each sees his/her:

A. Power

B. Role set

C. Motivation

D. Authority

E. All of the above

71. Slippage is demonstrated when:

A. Alice speaks only when she is being prodded by her friend

B. Miss Barrett receives retirement forms instead of resignation forms

C. Joe Ferone makes a pass at Miss Barrett on Parents' Night

D. Harry Kagan speaks in class

E. None of the above

72. The insult, "You Whitey-lovin' plowboy" was a reaction because of the speaker's:

A. Role set

B. Norms

C. Power

D. Self-interest

E. Authority

73. Miss Barrett's homeroom class for one semester should be looked at as a:

A. Community problem

B. Role set

C. Temporary system

D. Complex system

E. Power struggle

74. Mr. McCabe's concern with rules and regulations is a direct result of the following:

A. The way in which he perceives his goals

B. The way in which he makes decisions

C. Environmental influences

D. His and others' expectations of his functions as a vice-principal

E. All of the above

75. Miss Barrett's leadership style as exemplified during Mr. Bestor's observation of her class should be described as:

A. Democratic

B. Autocratic

C. Laissez faire

D. All of the above

E. B and C above

76. The inability of the teachers to obtain all of the information needed on the Delany cards during the opening homeroom period is an example of:

A. Role set

B. Conflict management

C. Norms

D. Informal structure

E. Slippage

77. One reason for conflict between the students in the school and the administration could be that they were concerned about different things. For example, the differences could be illustrative of differing views about:

A. Temporary systems and permanent systems

B. Self-interest and norms

C. Open communication and closed communication

D. Motivation and slippage

E. B and D above

78. Which of the following is not an illustration of the formal structure?

A. The Principal's large office with a rug on the floor

B. The need for hall passes to go to the bathrooms

C. Opening all windows four inches from the top

D. The school dance

E. All of the above

79. The fact that desks and chairs are bolted to the floor and that students walk on them during the initial homeroom period illustrates the contrast between:

A. The formal structure and norms

B. One-way communication and two-way communication

C. Role set and norms

D. Hierarchy and decision-making

E. All of the above

80. Miss Barrett created a potential conflict situation when she:

A. Did not turn in all her forms at the end of the day

B. Went up the "down" staircase

C. Allowed herself to be alone in the room with Joe Ferone

D. All of the above

E. A and B only

81. Miss Barrett's belief that the Nurse could perform medical duties when she actually could do little showed which concept in action?

A. Slippage

B. Power

C. Informal structure

D. Communication

E. Decision-making

82. The movie clearly implies that Miss Barrett:

A. Lives outside of the school neighborhood

B. Lives in the school neighborhood

C. Moved during the school year

D. Is engaged to be married

E. Owns her own home

A-8

CONTENT POST-TEST (APPLICATION) ANSWER KEY

PART II

(Based on Film "Up The Down Staircase")

Question No.	Correct Response	Concept	Question No.	Correct Response	Concept
47	B	IS	65	B	C
48	D	CF	66	D	M
49	E	M	67	E	DM
50	B	PAI	68	A	N
51	D	C	69	C	DM
52	D	M	70	B	RS
53	D	IS	71	B	S
54	E	RS	72	B	N
55	B	PAI	73	C	TS
56	C	PAI	74	D	RS
57	B	C	75	A	PAI
58	B	TS	76	E	S
59	C	FS	77	A	TS
60	E	FS	78	D	IS
61	C	PAI	79	A	FS
62	C	DF	80	D	CF
63	B	PAI	81	A	S
64	E	DM	82	A	N

PAI - Power, Authority, Influence
DM - Decision-Making
C - Communication
S - Slippage
RS - Role Set
FS - Formal Structure
IS - Informal Structure
TS - Temporary System
CF - Conflict
N - Norms
M - Motivation/Self-Interest

A-9

OBSR. ____________
CKED. ____________
CARD 1
10

CMTI INSTRUCTIONAL OBSERVATION SCHEDULE

WKSHP	WK	PART	DATE	CLSTR	OBSR	OBSR#
1	☐	☐	☐☐	☐	☐	☐☐
1	2	3	4 5	6	7	8 9

	F		I		T	OB.1	OB.2	OB.3	OB.4	Instructional Mode
11		12		13						Presentation
14		15		16						Demonstration
17		18		19						Discussion/Group Problem-Solving
20		21		22						Audiovisual
23		24		25						Role Play/Simulation/Gaming
26		27		28						Independent Activity
29		30		31						Group Planning/Organizing
32		33		34						Routine Managerial Tasks
35		36		37						Recreation/Unfoc. Disc./Free Time

38		39		40		41		Affective Climate
42		43		44		45		Communication
46		47		48		49		Participant Openness
50		51		52		53		Participant Initiative
54		55		56		57		Group Interpersonal Cohesiveness
58		59		60		61		Attending Behavior
62-3	☐☐	64-5	☐☐	66-7	☐☐	68-9	☐☐	Number Participants

PART 2

As on reverse	2
1 - 9	10

	D		S		C		M		O	OB.1	OB.2	OB.3	OB.4	Organization Concept
11		12		13		14		15						Power, Authority, Influence
16		17		18		19		20						Decision-Making
21		22		23		24		25						Communication
26		27		28		29		30						Slippage
31		32		33		34		35						Role Set
36		37		38		39		40						Formal Structure
41		42		43		44		45						Informal Structure
46		47		48		49		50						Temporary Systems
51		52		53		54		55						Conflict
56		57		58		59		60						Norms
61		62		63		64		65						Motivation/Self-Interest
66		67		68		69		70						
71		72		73		74		75						
76		77		78		79		80						

Content and Skills

Materials and Resources

P/F	S/M	U/R	Type	Complete Bibliographic Reference

OBSR. ____________
CKED. ____________

CMTI INSTRUCTIONAL OBSERVATION SCHEDULE

WKSHP	WK	PART	DATE		CLSTR	OBSR	OBSR#	
☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9

Qualitative Description. Describe as fully and completely as possible what occurred during the observation period. Include in the description three - four incidents that occurred. Include quotes when they add flavor to the description. Include setting, number and role group of participants, objectives of institution, organization, instructional activities, content, roles of instructor, roles of participants, affective climate, and essence of interaction. This description will be read independently of data previously recorded—attempt to capture the tone, content, participants, and processes so that a reader could fully understand what had occurred.

A-11

OBSERVER GUIDE

CMTI INSTRUCTIONAL OBSERVATION SCHEDULE

Schedule of Observations

Each observer will make eight observations of twenty-minutes on each day. The time and location for these observations will be determined during the week preceding CMTI when instructional schedules are more fully developed.

Each twenty-minute observation will be organized as follows:

4 minutes — Observation of Activities 1
1 minute — Complete recording of data for Observation 1
4 minutes — Observation of Activities 2
1 minute — Complete recording of data for Observation 2
4 minutes — Observation of Activities 3
1 minute — Complete recording of data for Observation 3
4 minutes — Observation of Activities 4
1 minute — Complete recording of data for Observation 4
5 minutes — Look over data sheet to ensure all data filled in
5 minutes — Travel to next observation

Identification Data

WKSHP: 1 - CMTI; 2 - PTW Mid-Atlantic; 3 - PTW Texas
WEEK: 1 - First week; 2 - Second week; 3 - Third week

PART: Participants; 1 - Interns only or Interns with instructor in the observation area:

2 - Team Leaders only or Team Leaders and instructor

3 - Interns and Team Leaders only or with instructor

DATE——Date of month

CLUSTER—— Record cluster number as assigned in CMTI

OBSERVATION NO.——Number consecutively your observations, beginning with 01, 02, throughout CMTI.

CARD NO.——This refers to data card number. The front of the data card is 1, the back 2.

Instructional Mode

This set of observations refers to the source and type of instruction occurring during each four-minute observation. During each of the four-minute observations, record in the space provided the source of instruction:

F — Source was Faculty member or CMTI instructor

I — Source was Intern

T — Source was Team Leader

Following the observation, record the total number of F - involved instruction in the T column, the total number of I - involved instruction in the I column, and the total number of T - involved in the T column.

Example: In observation period number 1, the Faculty member (F) was the only person who was presenting; in observation number 2, the Faculty member (F) and Interns (I) presented information; in observation number 3, the instruction involved group discussion (and would be shown elsewhere); and in observation number 4, the Faculty member (F) again presented.

Each observation was marked as below, then the sum of "Presentation" observations recorded at left. Note that since Team Leaders did not participate in presentation at any time during the four observations, their total was 0. Thus the possible range of recorded totals for each mode of instruction would be 0-4 (no instruction of this type to instruction of this type in all of the four observations).

	F		I		T	OB.1	OB.2	OB.3	OB.4	Instructional Mode
11	3	12	1	13	0	F	FI		F	Presentation

Nine modes of instruction are defined below and are to be considered in the observations.

Presentation. Lectures; expository remarks; expressions of fact or opinion, primarily telling by one person to a group of people.

Demonstration. A demonstration of how to use equipment, participate in an activity, or complete an exercise; characterized by an individual showing one or more others how to do something.

Discussion/Group Problem-Solving. A group planning or interacting on a topic or problem where statements are short, one person builds on the action of another; usually but not necessarily a small group.

Audiovisual. Movie or slide/tape shown; audiovisual materials used to convey concept or used in instruction.

Role Play/Simulation/Gaming. A hypothetical situation or problem is posed and the group considers and proposes a solution; micro-teaching and feedback; play educational game designed to extend knowledge, perceptions, or attitude.

Independent Activity. Reading, writing, or other learning activity engaged in independently by participants.

Group Planning/Organizing. Group determining procedures, practices to pursue; organizing tasks related to instruction; characterized by actual plans for an activity rather than discussion of educational concept or issue.

Routine Management Tasks. Housekeeping items, maintenance tasks, group management directions or tasks based on directions.

Recreation/Unfocused Discussion/Free Time. Morning break periods; free time between activities with several simultaneous conversations among participants; planned recreational activities.

Ratings of Climate

At the end of each four-minute observation, rate on a five-point scale, the climate of the area being observed. The six scales are as follows:

Affective Climate

1	2	3	4	5
cool, tension, friction				warm, supportive congenial

Communication

1	2	3	4	5
difficult, strained				smooth, easy

Participant Openness

1	2	3	4	5
defensive, closed				receptive, open

Participant Initiative

1	2	3	4	5
Passive, dependent cue seeking				active, autonomous, takes initiative

Group Interpersonal Cohesiveness

1	2	3	4	5
independent actions				tight, close group, teamwork

Attending Behavior

1	2	3	4	5
not attending not involved		attending		alert, enthusiastic

Number of Participants

Record the number of persons, including instructors, who were present during the observation period. This is recorded for each of the four-minute observations.

Organization Content

Eleven concepts related to organizational theory will be highlighted in CMTI. They will not be included in all instruction, but in many periods of instruction. In this aspect of the observation, consider the content of the instruction during each four-minute period, noting which, if any, of these eleven concepts were taught or discussed.

Definitions of the eleven concepts are included in CMTI instructional materials.

For each concept included in instruction during a four-minute period, specify whether it was considered as a definition or basic concept or an application of the concept. Use the code listed below.

D — Definition or basic concept
S — Application of concept to school or classroom
C — Application of concept to community
M — Application of concept to multicultural situation
O — Application of concept in setting other than those listed above, or of such general nature as not to be a codeable application

It is possible for more than one organizational concept to be included in a four-minute period. Likewise, it is possible for more than one application to be made in that period.

Content and Skills

List as concisely as possible the content of the instruction during the twenty-minute observation.

Materials and Resources

Record here any materials or resources used or referred to during the total observation period. Be sure to provide a complete bibliographic reference on each. A listing of materials will be furnished which can be referred to by number.

Other data to be recorded include:

P/F — Sources of Resource — Furnished by the Program (P) or by an individual Faculty member (F)

S/M — Distribution of Resource — Single copy of limited number (2-3) available (S) or distributed to each participant, multiple copies (M)

U/R — How used — Resource used directly or as the basis for discussion (U) or resource referred to which had previously been used (R)

Type — Media — Textbook, position paper, film, slide/tape, case study, etc.

Complete Bibliographic Reference — For those references on the list, use the code number. For all others, be sure to obtain a complete bibliographic reference.

Qualitative Description

For one observation period each day, please complete a qualitative description of the experience. Use the code at the top to cross-reference it with your data sheet, but do not assume reader-knowledge of data on that sheet. This description must stand alone, and it should be a well-written, readable description of what occurred.

A-12

POST-CMTI PROGRAM ASSESSMENT

As CMTI closes, we are asking you to complete the following questionnaire. The purpose of this activity is to document the reactions of participants to the various experiences and outcomes of CMTI.

The data will be used to describe the group's progress and impressions.

BACKGROUND DATA

Please select the correct response for each item and blacken the corresponding space on the answer sheet.

1. Teacher Corps role

   A. Team Leader
   B. Intern
   C. Other

2. Age

   A. 20-24 years
   B. 25-29 years
   C. 30-34 years
   D. 35-39 years
   E. 40 years or older

3. Sex

   A. Female
   B. Male

4. Where you lived during most of your childhood

   A. Rural
   B. Small town (under 10,000)
   C. Small city (10,000 - 50,000)
   D. City (over 50,000), inner-city
   E. City (over 50,000), suburbs

5. Marital status

   A. Married
   B. Single

6. Number of dependent children

   A. None

B. One
C. Two
D. Three
E. Four or more

7. Race/Ethnic Group

A. Anglo/Caucasian American
B. Black/Afro American
C. Asian/Pacific American
D. Native American
E. Hispanic/Chicano American

8. Which of the following best describes the school your Teacher Corps project is located in?

A. Rural
B. Urban/rural
C. Urban/inner-city
D. Other

9. At what level would you prefer to teach?

A. Preschool, kindergarten
B. Primary (1-3)
C. Intermediate (4-6)
D. Junior high (7-9)
E. Senior high (10-12)

10. Year graduated from college

A. 1976 - 77
B. 1974 - 75
C. 1972 - 73
D. 1971 or before
E. not graduated

11. Major in college

A. Social Sciences
B. Humanities/Music/Art
C. Science/Mathematics

D. Industrial Arts/Technology
E. Education and other

12. Previous teaching experience

A. None
B. Student teaching only
C. Two years or less
D. 3 - 5 years
E. 6 or more years

TEACHER CONCERNS CHECKLIST

The checklist is designed to explore what teachers are concerned about at different points in their careers. There are, of course, no right or wrong answers; each person has his or her own concerns.

As Teacher Corps Interns and Team Leaders, you have been attending the Corpsmember Training Institute (CMTI). We are interested in learning what your concerns are now about your future role as a teacher (if you are an Intern) or your present role as a teacher (if you are a Team Leader).

Sometimes people are tempted to answer questions like these in terms of what they think they should be concerned about or expect to be concerned about in the future. This is not what is wanted here. We would like to know only what you are actually concerned about now. Consider yourself to be concerned about a thing if you think about it frequently and would like to do something about it.

On the following pages you will find statements about some concerns you might have now. Read each statement. Then ask yourself: When I think about teaching am I concerned about this?

For each statement, decide which of the following answers best applies to you now. Mark that answer on the scoring sheet.

A - I am not concerned about that now, or the statement does not apply

B - I am a little concerned

C - I am moderately concerned

D - I am very concerned

E - I am totally preoccupied with the concern

* * * * * * *

13. Lack of respect of some students

14. Standards and regulations set for teachers

A. Not concerned
B. Little concerned
C. Moderately concerned
D. Very concerned
E. Totally preoccupied with concern

15. Selecting and teaching content well
16. The mandated curriculum is not appropriate for all students
17. Whether students are learning what they should
18. Whether the students really like me or not
19. Increasing students' feeling of accomplishment
20. The nature and quality of instructional materials
21. Where I stand as a teacher
22. Motivating students to study
23. Working productively with other teachers
24. Lack of instructional materials
25. Rapid rate of curriculum and instructional change
26. Feeling under pressure too much of the time
27. Frustrated by the routine and inflexibility of the situation
28. Becoming too personally involved with students
29. Maintaining the appropriate degree of class control
30. Acceptance as a friend by students
31. Understanding the principal's policies
32. The wide range of student achievement
33. Doing well when a supervisor is present
34. Meeting the needs of different kinds of students

A. Not concerned
B. Little concerned
C. Moderately concerned
D. Very concerned
E. Totally preoccupied with concern

35. Being fair and impartial
36. Diagnosing student learning problems
37. Getting a favorable evaluation of my teaching
38. Being asked personal questions by my students
39. Too many non-instructional duties
40. Insuring that students grasp subject matter fundamentals
41. Working with too many students each day
42. Challenging unmotivated students
43. The values and attitudes of the current generation
44. Adapting myself to the needs of different students
45. Whether students can apply what they learn
46. Understanding the philosophy of the school
47. Students who disrupt classes
48. Instilling worthwhile concepts and values
49. How students feel about me
50. Student health and nutrition problems that affect learning
51. The psychological climate of the school
52. Clarifying the limits of my authority and responsibility
53. Assessing and reporting student progress
54. Chronic absence and dropping out of students

A. Not concerned
B. Little concerned
C. Moderately concerned
D. Very concerned
E. Totally preoccupied with concern

55. Lack of academic freedom

56. Teaching required content to students of varied background

57. Student use of drugs

58. Feeling more adequate as a teacher

59. Guiding students toward intellectual and emotional growth

60. Being accepted and respected by professional persons

61. Adequately presenting all of the required material

62. Slow progress of certain students

63. My ability to present ideas to the class

64. Helping students to value learning

65. Whether each student is getting what he/she needs

66. Increasing my proficiency in content

67. Recognizing the social and emotional needs of students

68. The wide diversity of student ethnic and socioeconomic backgrounds

PERCEPTIONS OF CMTI

Listed below are several potential outcomes of CMTI. Some are more important to you than others. Please rate them as you perceive their importance to you at this time. Blacken the corresponding space on the answer sheet.

A. Not important

B. Somewhat important

C. Important

D. Quite important

E. Extremely important

* * * * * * *

69. Increase my knowledge of Teacher Corps

70. Make new friends

71. Become better acquainted with Interns and Team Leaders in my project

72. Become more self-confident as a person

73. Work more effectively with other people

74. Learn theories of instruction and how to apply them

75. Appreciate persons from other ethnic groups

76. Meet and live with diverse people

77. Experience a variety of ways of organizing an education program

78. Clarify my educational goals and directions

79. Improve my ability to identify and solve problems

A. Not important	C. Important	E. Extremely important
B. Somewhat important	D. Quite important	

80. Increase my understanding of multicultural education

81. Learn theories and concepts related to the study of organizations

82. Learn new ideas that I can apply at my school project

83. Enjoy the opportunity to travel and meet new people

84. Know myself better

85. Demonstrate basic communication and group process skills

86. Facilitate use of basic communication and group process skills in others

87. Develop my competence in team management skills

88. Employ instructional supervision skills

89. Identify major organizational structures of communities and schools

90. Use observational system for identifying critical elements in the organization of communities, schools, and classroom

91. Develop a specific plan for continuing learning after CMTI

FEELINGS ABOUT CMTI

Please read the statements below and mark the position on the attached answer sheet which best expresses your feelings or opinions about CMTI.

- A. Strongly Disagree
- B. Disagree
- C. Neutral
- D. Agree
- E. Strongly Agree

* * * * * * * *

92. Generally, CMTI was a very good experience
93. The faculty seemed to be interested in participants as persons
94. The scope (coverage) of content included in CMTI was not adequate
95 The way CMTI was organized resulted in better participant learning
96. Activities were interesting and well designed
97. CMTI has increased my knowledge of other cultures
98. The faculty encouraged the development of new viewpoints and appreciations
100. Many of the ideas, concepts, and content included in CMTI were new to me
101. More educational experiences should be organized this way
102. I learn more when other methods of instruction are used
103. The multicultural environment at CMTI enriched me personally

---

A. Strongly Disagree	C. Neutral	E. Strongly Agree
B. Disagree	D. Agree	

---

104. CMTI increased my general knowledge and skills

105. The faculty had a thorough knowledge of the subject matter being taught

106 The content of CMTI was not appropriate for me

107. I was often confused by the procedures and processes used

108. Course materials were poor and inadequate

109. The major role groups who could influence education at home were not included in CMTI

110. Because of the multicultural environment at CMTI, I am likely to change my professional actions in the future

111. I would recommend CMTI to others

ORGANIZATIONAL CONCEPTS

Your instruction was focused on the study of the following organizational concepts. As described below, rate the extent to which each of these concepts was emphasized in CMTI. Blacken the corresponding space on the answer sheet.

A. Not at all

B. Somewhat

C. Adequately

D. Strongly

E. Very Strongly

* * * * * * *

112. Power, Authority, Influence
113. Decision-Making
114. Communication
115. Slippage
116. Role Set
117. Formal Structure
118. Informal Structure
119. Temporary Systems
120. Conflict
121. Norms
122. Motivation/Self-Interest

CONTENT OF CMTI

Please respond in two ways to each of the following questions in terms of your familiarity with that topic: first, familiarity prior to CMTI: second, familiarity at this time. Blacken the corresponding space on the answer sheet.

A. Unfamiliar with this area

B. Only slightly familiar with this area

C. Familiar enough to recognize and use basic terminology

D. Familiar enough to discuss the area in depth

E. Familiar enough to teach it to someone else or to employ it in an instructional setting

* * * * * * *

I am able to identify the characteristics common to organizations.

123. Familiarity prior to CMTI
124. Familiarity at this time

I am aware that communication styles differ among cultural groups.

125. Familiarity prior to CMTI
126. Familiarity at this time

I can analyze the roles I play in an organization

127. Familiarity prior to CMTI
128. Familiarity at this time

A. Unfamiliar
B. Slightly familiar
C. Familiar enough to recognize
D. Familiar enough to discuss
E. Familiar enough to teach

I am aware of more than one perspective on multicultural education

129. Familiarity prior to CMTI
130. Familiarity at this time

I am aware of approaches teachers may use to draw upon the richness of the various cultures represented among their students

131. Familiarity prior to CMTI
132. Familiarity at this time

I am able to describe ways people adapt to or cope with organizations.

133. Familiarity prior to CMTI.
134. Familiarity at this time

I am able to identify stereotypes held by people and teachers concerning different cultural groups

135. Familiarity prior to CMTI
136. Familiarty at this time

I am able to describe the development of a temporary social system such as CMTI

137. Familiarity prior to CMTI
138. Familiarity at this time

I am able to describe the norms operating in an organization to which I belong

139. Familiarity prior to CMTI
140. Familiarity at this time

A. Unfamiliar
B. Slightly familiar
C. Familiar enough to recognize
D. Familiar enough to discuss
E. Familiar enough to teach

I can describe some of the factors which contribute to conflicts between schools and communities

141. Familiarity prior to CMTI
142. Familiarity at this time

I am able to analyze the school as an organization

143. Familiarity prior to CMTI
144. Familiarity at this time

During CMTI you studied four case studies. Using the following scale, rate how helpful each of the case studies was. Blacken the corresponding space on the answer sheet.

A. Not helpful

B. Of some help

C. Helpful

D. Very helpful

E. So helpful that I will use it in the future

* * * * * * *

145. Distant Drum

146. Mid-America

147. Buena Vista

148. Smoke City

NAME____

OPEN ENDED QUESTIONS

Answer the following questions on this sheet. Use the back of the paper if necessary.

* * * * * * *

1. What experiences at CMTI did you find most rewarding personally?

2. What experiences at CMTI did you find most rewarding professionally?

3. Has your perception of yourself in relation to other racial or ethnic groups changed during CMTI? In what ways? Please describe.

4. What experiences from CMTI are likely to be of the most help to you in your role as an Intern or Team Leader when you return to your local project?

5. Give examples of film, materials, activities that you would recommend be used again (that you feel are really effective).

6. List no more than five things you have learned about other ethnic groups and/or education in a multicultural society during CMTI.

7. Assume that you have been selected as the chairperson of a task force which has been given the assignment of solving an educational problem. From the participants at CMTI, list the names of three persons whom you would ask to serve on this task force.

8. Friendships often develop during an institute, such as CMTI. List the names (first name and last name) of three persons with whom you would like to continue these initial friendships.

9. A variety of ideas are being considered for future CMTI's. For example, Interns and Team Leaders might attend two institute sessions, one structured much like this one at the beginning of their programs and a second institute during the summer between the first and second year of the project.

   If such a plan were followed, what would you recommend for inclusion during the second summer institute? (content, procedures, participants)

10. Please include below any other comments you would like to make.

Table 38

PARTICIPANT ASSESSMENT OF CMTI

Questions	Team Leaders		Interns		Total
	Mean	S. D.	Mean	S. D.	Mean
1. Generally, CMTI was a very good experience.	3.92	1.07	4.07	.92	4.03
2. The faculty seemed to be interested in participants as persons.	4.02	1.09	4.09	.84	4.07
3. The scope (coverage) of content included in CMTI was adequate.	3.28	1.03	3.15	1.05	3.18
4. The way CMTI was organized resulted in better participant learning.	3.38	1.02	3.35	.99	3.36
5. Activities were interesting and well designed.	3.57	.88	3.67	.87	3.65
6. CMTI has increased my knowledge of other cultures.	3.73	1.17	3.88	.96	3.84
7. I plan to apply ideas from CMTI immediately or in the near future.	4.13	1.01	3.95	.71	3.99
8. The faculty encouraged the development of new viewpoints and appreciations.	3.95	1.01	4.02	.77	4.00
9. Many of the ideas, concepts, and content included in CMTI were new to me.	3.27	1.39	3.60	1.13	3.52

Table 38 (continued)

Questions	Team Leaders		Interns		Total
	Mean	S. D.	Mean	S. D.	Mean
10. More educational experiences should be organized this way.	3.48	1.15	3.63	.97	3.59
11. I learn more when these methods of instruction are used.	2.68	.92	2.65	1.01	2.66
12. The multi-cultural environment at CMTI enriched me personally.	3.80	1.22	3.89	.96	3.87
13. CMTI increased my general knowledge and skills.	3.88	1.05	3.91	.75	3.90
14. The faculty had a thorough knowledge of the subject matter being taught.	3.85	.95	4.13	.77	4.06
15. The content of CMTI was appropriate for me.	3.77	1.01	3.70	.94	3.72
16. Procedures and processes were clear to me.	3.48	1.12	3.49	1.01	3.49
17. Course materials were good and adequate.	4.02	.90	3.91	.91	3.94
18. The major role groups who could influence education at home were included in CMTI.	2.92	1.22	3.13	.97	3.08

Table 38 (continued)

Questions	Team Leaders		Interns		Total
	Mean	S. D.	Mean	S. D.	Mean
19. Because of the multicultural environment at CMTI, I am likely to change my professional actions in the future.	3.00	1.21	3.10	1.00	3.08
20. I would recommend CMTI to others.	3.83	1.16	3.94	.95	3.91

CODES:

Sub-scale	Related Questions
General Assessment	1, 7, 13, 20
CMTI Faculty	2, 8, 14
Content of CMTI	3, 9, 15
Organization of CMTI	4, 10, 16
Instructional Activities	5, 11, 17
Multicultural Education	6, 12, 19

APPENDIX B

RESOURCES USED

CMTI 1977 - HANDOUTS

CODES:
P - Program
M - Multiple
U - Used
R - Referred To

		Date Observed In Clusters								
TITLE	TYPE	1	2	3	4	5	6	7	8	9*
Exercise 16, Handout 1, "Communication"	P/M/U	11							11	
"Delinquent Black Gang Youth Values" from Group Process and Gang Delinquency, James Short & Fred Strodtbeck, Univ. of Chicago, 1965	P/M/U					11				
Exercise 9, Handout 1, "Criteria for Giving Feedback"	P/M/U					11	11			
"Feedback"	P/M/U	12								
"Definitions of Organizational Concepts" - James Tanner	P/M/U			12		13				
"How Cultures Collide", Edward T. Hall, Psychology Today Reprint	P/M/U	13		12	12					
"Handout on Multicultural Values" (Hopi Section)	P/M/U			12						
"Resources for Change", K. Kirkham, J. Leeke	F/M/U					12				
"Forces Working Against/For Equality for All Citizens"	F/M/U								12	

---

*The first eight numbers refer to the clusters. Number 9 refers to the Team Leader activities during the first week of CMTI.

CMTI 1977 - HANDOUTS (continued)

		Date Observed In Clusters								
TITLE	TYPE	1	2	3	4	5	6	7	8	9*
Instruction for Role Playing Activity	P/M/U									12
"Five Dimensions of Group Growth"	P/M/U									12
"Feedback"	P/M/U							14		12
"Classifying Levels of Listening and Responding"	P/M/U		13							
"Excerpt from Power and Innocence", Rollo May	P/M/U									13
RUPS Handout #39, 40, 43 and tools	P/M/U	14								
"Six Kinds of Neighborhoods", Donald L. and Rachelle Warren, Psychology Today, June 1975	P/M/U		20	14						
"A Problem Solving Program", Saul Eisen	P/M/U				14	14				
"Paper 22 - Central Ideas, Influence"	P/M/U				15				14	
"Situation Sheet"	P/M/U									14
"Mid-America"	P/M/U	15	19	19	19	19	19		19	
"Distant Drum"	P/M/U	15	18	18	18	18	18	18	18	
"Some Facts and Figures", Demographic Data	P/M/U	15	15	15			15			
"Areas of Learning - Group Growth Evaluation Form"', A Handbook of Structured Experiences for Human Relations Training	P/M/U							15		

CMTI 1977 - HANDOUTS (continued)

TITLE	TYPE	Date Observed In Clusters								
		1	2	3	4	5	6	7	8	9
"Feedback"	F/M/U/									15
"Informal Classroom Structure", Smuck & Smuck	F/M/R	18								
"Multicultural Educatoin", Arlene Vigil Sutton	P/M/U			18						
"A Model for Relating Organizational Concepts to the Arena of the Classroom", Roger Pankratz	P/M/U				18					
"McClellan and Winters Study (Alcoholism)"	F/S/R					18				
"Observation Techniques", John Hansen	P/M/U				19				19	
"Buena Vista"	P/M/U	20	21	20	20	20	19	21		
"Smoke City"	P/M/U	21	21			21	19	21	19	
"Questions for Analyzing Classrooms in Relation to the Key Organizational Concepts	P/M/U					19				
"An Educational Alternative to Develop a Positive Self-Concept in Multicultural Children Using Language & Culture," Arlene Vigil Sutton	F/M/U				20					
"Ethnographic Field Report"	F/M/R					20				
"Ethnographic Debriefing Report"	F/M/R					20				

CMTI 1977 - HANDOUTS (continued)

TITLE	TYPE	Date Observed In Clusters								
		1	2	3	4	5	6	7	8	9
"Physical Description of the Neighborhood," Paul V. Collins	F/M/U							20		
Map of Field Trip	I/S/U			20						
"Multicultural Education", James Grese	P/M/U			21						
"Dimensions Essential to Group Growth"	P/M/U	25								
"Four Views of My Group"	P/M/U	25								
"Dimensions of Cooperation - Five Squares"	P/M/U					25				
"Teacher Corps Interns"	P/M/U							25		
"Johari Window"	P/M/U			25					25	
"Observation Skills from Classroom Teaching Skills: A Handbook"	P/M/U			26						
"Studying for Entry into Schools', Jack Gant	F/M/U						26			
"An Opinionnaire Resolving Conflict"	P/M/U								27	
Organization Concepts Definition (Tanner)	P/M/U	27								
Case Study: Conflict Between School Values & Community Values	P/M/U	27								

CMTI 1977 - HANDOUTS (continued)

TITLE	TYPE	Date Observed In Clusters								
		1	2	3	4	5	6	7	8	9
"Handling Group and Organizational Conflict"	P/M/U							28		
"Restoring Robbed Resources: Children in the Classroom	P/M/U				28					
"10 Quick Ways to Analyze Children's Books for Racism and Sexism"	P/M/U					28				
"What Is A Good Teacher", Denise McCafferty	P/M/U				28					
"Personal Experiences on Collusive Behavior"	P/M/U								28	

CMTI 1977 - BOOKS

TITLE	TYPE	Date Observed In Clusters								
		1	2	3	4	5	6	7	8	9
Communication of PETZI	P/S/U	11								
Santa Barbara Readings	P/M/U	11								*
Perspectives on Organizations: The School as a Social Organization, "John Banks: A Sequential Case Study."	P/M/U					13				
The Sioux Indians	P/S/R								13	
The Chinese American	P/S/R								13	
Ethnic American	P/S/R								13	
Community Involvement for Classroom Teacher	P/M/U						14			
Indian Education: Promises & Tragedy	F/S/R		18							
Laughing Book, Le Farge	F/S/R						18			
Temporary Systems, Jack Gant	P/S/R			25	25			21	25	
Rosenthal Studies	F/S/R								21	
Grandfather and I	F/S/R		27							

---

[*] The Santa Barbara materials were used by the Team Leaders throughout the first week of CMTI.

CMTI 1977 - FILMS

TITLE	Date Observed In Clusters 1	2	3	4	5	6	7	8	9
"The Melting Pot								12	
"Guilty by Reason of Race"								13	
"Bill Cosby on Prejudice"									13
"The Giving Tree"	14							14	
"Lament of the Reservation"		18							
"I Am Joaquin"						20			
"Star Wars"				27	21				
"Why Man Creates"	27								
"Chromophobia"					28				
GAMES									
BaFa BaFa	12	12			12		12		
Pennies Game	13								
Road Game			13						
Faculty Meeting						13			
Star Power		14				14	13		

CMTI 1977 - GAMES (continued)

	Date Observed In Clusters								
TITLE	1	2	3	4	5	6	7	8	9
Prisoners Dilemma		14							
San Diego Squares							14		
The Prom role play								14	
Leadership Training, Team Leaders									14

CMTI 1977 - OTHER A/V MATERIALS

			Date Observed In Clusters								
MEDIA TYPE	TITLE	TYPE	1	2	3	4	5	6	7	8	9
Trans./cassette	Conference between Supervisor & Intern	P/S/U									11
Trans.	Communication Skills	P/S/U									11
Trans.	Activities for Unit 4	P/S/U									12
TV	Demonstration	P/S/U									12
Trans.	Sequence of Activities	P/S/U									12
Blackboard	Characteristics of Membership	F/S/U									12
Videotape	3rd Grade Classroom: On Friendship	P/S/U									13
Videotape	Flanders System/Observation Skills Videotape	P/S/U									13
Trans.	Steps for Unit VII	P/S/U									13
Trans.	Constructing an Observation Instrument	P/S/U									13
Videotape:	Application of Observation Instrument developed by Team Leader	P/S/U									14
Audio	Audio of a post-observation conference	P/S/U									15

CMTI 1977 - OTHER A/V MATERIALS (continued)

MEDIA TYPE	TITLE	TYPE	Date Observed In Clusters 1	2	3	4	5	6	7	8	9
Record	"The Indians Are Unhappy, But Is There A Time When They Ain't"	F/S/U			18						
Record	"Indian Song"	F/S/U			18						
Trans.	Socio-Economic System	F/S/U			18						
Newsprint	Concepts, Role Set, Slippage, Motivation	F/S/R				18	19	19	18	19	
Newsprint	Organization Chart of the School District in Distant Drum	F/S/R				18					
Trans.	Classroom Communication	P/S/U						18			
Trans.	"Verbal Communication - 10 Steps"	P/S/U						18			
Trans.	"Communication Modes"	P/S/U							18		
Record	"Music of Native American", Floyd Westerman	F/S/U								18	
Newsprint:	Illustration of flow of communication	F/S/U					18				
Trans.	Multicultural Model	P/S/U						19			
Trans:	6 Steps for Results	F/S/U						19			

CMTI 1977 - OTHER A/V MATERIALS (continued)

			Date Observed In Clusters								
MEDIA TYPE	TITLE	TYPE	1	2	3	4	5	6	7	8	9
Trans:	"Conflict" (classroom leadership mode)	F/S/U								19	
Trans:	"Questions"	F/S/R								19	
Trans:	Overheads and overlays to show Neighborhood set-ups	F/S/U					20				
Slides:	Body Ritual Among the Nacirema (American)	F/S/U		20							
Trans:	Composition of Black Population in Case Studies	F/S/U		21							
Newsprint:	Effective Teams Check List	F/S/U				26					
Newsprint:	Team Responsibility Chart for Team Improvement	F/S/U				26					
Videotape:	"5 Squares" game	F/S/U	26								
Slides:	Perception Slides	P/S/U								26	
Videotape:	Videotape of Peer Lesson by Members of Cluster IV	P/S/U				27					

APPENDIX C

COMMENTS

WHAT OTHER COMMENTS ABOUT CMTI DID PARTICIPANTS MAKE ?

As this was the last in a series of ten open-ended questions administered at the end of the assessment period, participant response dropped considerably. The following tabulates the number of participants responding to the question and the nature of the responses. The answers were grouped thus:

- Positive: Those responses indicating an overall good feeling about the CMTI experience.
- Neutral: Those responses indicating neither overall pleasure nor displeasure with the CMTI experience.
- Needs Improvement: Those responses indicating areas in need of improvement, or suggesting some change.
- Negative: Those responses indicating overall displeasure with the CMTI experience.

Number of possible respondents		257
Less: Blank	95	
"No Comment, None"	12	-107
Total Number of Participants Responding To Question*		150

* * * * *

POSITIVE

CMTI was an educationally rewarding, enjoyable experience. (27)

---

*Since many participants submitted more than one comment, the total number of responses are greater than the number of participants.

OTHER COMMENTS ABOUT CMTI (continued)

POSITIVE (cont.)

CMTI could be improved, but overall was a good experience.	(22)	
The Cluster Instructors were exceptional.	(10)	
CMTI was the experience of a lifetime.	(8)	
Friendships formed are invaluable; hate to leave.	(5)	
The multicultural community provided a valuable learning experience.	(5)	
The CMTI experience promoted growth, self-awareness, and self-confidence.	(5)	
I am prepared to enter the home project; feel comfortable in my role.	(3)	
I would like to participate in a similar experience next summer.	(2)	
The offsite location provided an opportunity for diversity not available in a network activity.	(2)	
The informal atmosphere and support of the temporary system was beneficial.	(2)	
Miscellaneous: e.g. good resources, effective communication, valuable instruction, good final assessment, rewarding informal interaction, great cluster experiences.	(8)	
TOTAL POSITIVE		99

NEUTRAL

Mixed feelings.	(4)	
Idiosyncratic remarks.	(4)	
Unwilling, unable to comment.	(3)	
TOTAL NEUTRAL		11

OTHER COMMENTS ABOUT CMTI (continued)

NEEDS IMPROVEMENT

The overall program design of CMTI should be reconsidered.			(13)
e.g.	Team Leaders should not be separated from Interns during Week I	(2)	
	Institue too long	(6)	
	Institute too short	(1)	
	Week I disappointing	(1)	
	Week II should be replanned	(2)	
	Week III should be dropped	(1)	
The instructional content omitted several important issues.			(10)
e.g.	Women's concerns	(5)	
	Other minorities	(2)	
	Classroom application	(1)	
	Political/economic impact	(1)	
	Violence on TV	(1)	
There was not enough free time/recreational time.			(9)
Staff selection/membership should be reconsidered.			(9)
e.g.	Recreational director	(6)	
	Community Coordinators	(2)	
	More Hispanic people	(1)	
More time in cluster should be devoted to trust building/sharing/building esprit de corps.			(4)
The roommate selection process should be reconsidered.			(4)
Not enough was provided during Team Leader training.			(2)
Pre-system communication to Directors should be improved.			(2)

OTHER COMMENTS ABOUT CMTI (continued)

NEEDS IMPROVEMENT (cont.)

Multiculturalism is still a dream.	(4)	
TOTAL NEEDS IMPROVEMENT		58

NEGATIVE

The instructional content was inadequate/boring.			(25)
e.g.	Lectures were poorly/planned/presented	(9)	
	Multicultural program	(8)	
	Organizational concepts	(5)	
	Case Studies	(2)	
	Community	(1)	
The staff failed to adhere to the norms of the temporary system.			(18)
e.g.	Respect, flexibility of staff in general	(16)	
	Cluster Staff	(2)	
The instructional schedule was too/poorly structured.			(12)
Living conditions were poor.			(12)
The assessments were a problem.			(11)
e.g.	Final	(6)	
	Tools	(4)	
	Too many	(1)	
The offsite location was a hardship.			(5)
e.g.	Team Leaders	(4)	
	Intern	(1)	
Negative opinons about specific staff members.			(3)

OTHER COMMENTS ABOUT CMTI (continued)

NEGATIVE (cont.)

Miscellaneous: e.g. I learned in spite of CMTI; Santa Barbara materials boring; insufficient time for team building; no specific home project orientation.	(6)
TOTAL NEGATIVE	92

SUMMARY OF RESPONSES

POSITIVE	99
NEUTRAL	11
NEEDS IMPROVEMENT	58
NEGATIVE	92